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Abstract

A compilation of ideas and teaching methods to be used for remediation of learning problems is presented with skills coded to four different colors of paper. Auditory skills, visual skills, and auditory-visual association (all three both receptive and expressive) are discussed as are non-verbal skills. The stated purposes of this type of compilation are as follows: to increase the teacher's awareness of the learning process, to aid in identification of those with learning problems, to train teachers to develop and use remedial teaching and compensatory learning techniques, to create new curriculum ideas and instructional materials, and to establish a learning resource center for instructional materials. (JM)

ED033517

MODALITIES TRAINING FILE

Maine Township
Diagnostic Learning Center
Park Ridge, Illinois

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ED033517

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MODALITIES TRAINING FILE

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TITLE III ESEA

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INTRODUCTION

An in-service demonstration center referred to as the Child Study Center has been developed within the school districts of Maine Township: (1) to increase the classroom teacher's awareness of the learning process and the various difficulties that may interfere with it; (2) to help the classroom teacher to identify children with learning problems within the classroom; (3) to train teachers to develop and use remedial teaching techniques with children with learning problems; (4) to train teachers to develop and use compensatory learning techniques with children with learning problems; (5) to create new curriculum ideas and instructional materials that can be built practically into the normal curriculum for children with minor learning difficulties; (6) to establish the Child Study Center as a learning resource center for instructional materials.

Based on these objectives the Modalities Training File, a collection of instructional activities, was developed by the Maine Township Diagnostic and Remedial Learning Center as an aid to educators in their work with children experiencing difficulty in learning.

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We welcome your comments and suggestions on the material contained herein.

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MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER

Modalities Training File Categories

AUDITORY SKILLS (green sheets)

- I. Receptive
  - A. Perception (Discrimination)
  - B. Memory
    - a. Recall
    - b. Sequencing
  - C. Comprehension
    - a. Vocabulary - Multiple Meaning of Words
    - b. Concept Formation
    - c. Inferential Reasoning
- II. Expressive
  - A. Syntax
  - B. Productivity

VISUAL SKILLS (pink sheets)

- I. Receptive
  - A. Perception (Discrimination)
  - B. Memory
    - a. Recall
    - b. Sequencing
  - C. Comprehension (interpreting pictures, social situations)
- II. Expressive
  - A. Visual-Motor
    - a. Fine motor skills
    - b. Handwriting

AUDITORY-VISUAL ASSOCIATION (yellow sheets)

(Symbolic Letter and Number Systems)

- I. Receptive
  - A. Reading
    - a. Auditory Approach
    - b. Visual Approach
    - c. Integrative (Syllabication, blending)
    - d. Comprehension
  - B. Arithmetic
- II. Expressive
  - A. Spelling
  - B. Written Language
    - a. Productivity
    - b. Formulation (syntax)
  - C. Arithmetic

NON-VERBAL SKILLS (blue sheets)

- I. Temporal Orientation
- II. Spatial Problems
  - A. Gross Motor
  - B. Body Schema
- III. Tactile
- IV. Social Perception
- V. Behavior and Organization Skills

DEFINITIONS OF TERMS

AUDITORY SKILLS (Green Sheets)
The ability to receive and differentiate auditory stimuli

I. Receptive (input)
Receiving information from environment

- A. Perception
  Awareness of sounds - their likenesses and differences
  - a. Environmental sounds
  - b. Phonetic elements
- B. Memory (listening activities)
  Storing process
  - a. Recall - immediate, intermediate--with some delay, long-term--with a longer interval since the stimulus was given
  - b. Sequencing - remembering and/or reproducing sounds (words or ideas) in correct order
- C. Comprehension
  Understanding auditory stimuli - understanding spoken language
  - a. Vocabulary
    Word meaning
  - b. Concept formation
    Grouping related ideas
  - c. Inferential reasoning
    Ability to draw conclusions

II. Expressive (output)
Communicating verbal ideas - spoken language - ("talking")

- A. Syntax - formulation
  Correct usage - saying appropriate word(s) - in a meaningful manner
- B. Productivity
  Amount and fluency of ideas

DEFINITIONS OF TERMS

VISUAL SKILLS (Pink Sheets)

I. Receptive (input)

A. Receptive Visual Perception
Identifying, discriminating, and interpreting sensation - Visual Awareness and focusing

B. Visual Memory
Ability to revisualize experiences

a. Recall - Span
Immediate or delayed

b. Sequencing
Information received must be recalled and acted upon in order (as, letter and word reversals)

C. Comprehension
Interpreting pictures, social situations

II. Expressive (output)

A. Visual-Motor
Ability to coordinate vision with movement of the body or body parts

a. Fine Motor Skills
Motor tasks consisting of refined eye-hand coordination

b. Handwriting

DEFINITIONS OF TERMS

AUDITORY - VISUAL ASSOCIATION (Yellow Sheets)
(Integration)

I. Receptive

Connecting the proper sounds with the visual object

A. Reading

Most definitions include word recognition (unlocking the code) and comprehension

a. Auditory Approach (emphasis on listening to sounds and words)

1. Phonics

(a) Vowels
(b) Consonants
(c) Letter combinations, blends, digraphs, dipthongs, phonograms
(d) Syllabication
(e) Structural analysis

b. Visual Approach

1. Sight words

(a) Object word associations
(b) Picture word association
(c) Context clues
(d) Structure clues
(e) Configuration
(f) Large known parts in words (glass - class)

c. Integrative (syllabication, blending)

1. Constructing words from sound components (associating sounds with letters)

d. Comprehension - ability to understand the printed material--literal and in depth

B. Arithmetic

a. Symbolic language

1. Understanding and integrating non-verbal experiences

2. Assimulating numerical symbols with experiences

3. Understanding the concept of grouping

DEFINITIONS OF TERMS

AUDITORY - VISUAL ASSOCIATION (Yellow Sheets) - continued

II. Expressive (output)
Ability to convey what is perceived

A. Spelling

a. Ability to reauditorize or revisualize a meaningful sequencing of letters

b. Recognition of correct image

B. Written Language
An outgoing form of communication that makes use of symbols recorded in a systematic order.

a. Productivity - reproduction of symbols (amount written)

b. Formulation - syntax - being able to construct ideas in a meaningful sequence

C. Arithmetic

a. Expression of ideas of quantity, space and order by using mathematical symbols.

1. Manipulation

2. Conceptualization

3. Abstractions

4. Relationships

DEFINITIONS OF TERMS

NON-VERBAL SKILLS (Blue Sheets)

I. Temporal Orientation

Ability to relate to time and space, i.e. comprehension of yesterday, today and tomorrow. The sequencing or patternization of ideas according to their happening in time. (affects promptness, passage of time, comprehension of calendar and historical concepts)

II. Spatial Problems

Body-spatial organization; the ability to move one's body in an integrated way around and through objects in the spatial environment.

- A. Gross motor
  The development of large muscle activity
- B. Body Schema
  - a. The comprehension and manipulation of position of body parts.
  - b. The body in relation to the world (as, directionality and maps)

III. Tactile Discrimination

- A. The ability to identify and match objects by touching and feeling. (i.e., match objects, name or classify materials or substances, differentiate weights or discriminate temperatures.)
- B. Inferentiate and abstract from concrete touching

IV. Social Perception

- A. How the child sees himself in relation to each of his several environmental situations.
- B. The ability to recognize non-verbal clues

V. Behavior and Organization Skills

- A. Behavior level is satisfactory unless the energy level of the child seems to be inappropriate or disproportionate to the task.
- B. Organization - consistent direction of activities toward a positive goal.

AUDITORY SKILLS

(green sheets)

AUDITORY SKILLS

I. Receptive
  a) Perception
    (Discrimination)

(green sheets)

I A-1

AUDITORY

Select a story or poem in which some sound, element, blend, or word appears frequently - for example; the long O, the PL blend, or the word AND. Be sure that the youngsters understand what they are to listen for and read the selection.

Have them clap once every time they hear the sound or have them count the number of times,etc. When the children appear to have performed well on the selection, try adding a variety of responses - for example: on hearing the long O, they must clap once, but on hearing the word AND, they must snap their fingers once.

I A-2

AUDITORY

Aim to improve auditory discrimination abilities by the method which succeeds best with the child. Since he does evidence inadequate discrimination when hearing words, merely saying words and training in the auditory modality may not succeed if the child has auditory perceptual difficulties. Try teaching using:

1. Intrasensory (only auditory, no visual distraction). Have the child close his eyes so vision does not disturb auditory perception.
2. Intensification of stimulus. Make the sounds louder. Be sure background noise is at a reduced level. If the speech teacher has a small hearing amplifier (like Maico MT 2) perhaps this can be used.
3. Visual Show words - MAT - MAP - Do these look alike? Look at these words as I say them.
4. Kinesthetic - Put a mirror under the child's chin. Have the child imitate the teacher's mouth movements as he sees these. When his chin touches the mirror, he should be able to feel the different movements necessary.

I A-3

AUDITORY

Animal Blind Man's Bluff

A blindfolded player stands in center of circle with a stick in his hand. The children in the circle move to the left around the blindfolded player. When he taps his stick on the floor, the circle must stop and face the blindfolded player. The blindfolded person then points the stick at some player who must take the opposite end of the stick. The blindman then commands him to make a noise like some animal or fowl. The blindman tries to guess the name of the player. If the blindman guesses the name of the player, they change places. If not, then the game continues with the same player blindfolded.

I A-4

AUDITORY

Say two words that are practically identical in sound, except for one deviation, e.g., "rub" and "rug". Then:

a. Have the child state a sentence with each word in order to illustrate that he is aware of the difference between them.

b. Show the child a listing of three words, eg., "Rug", "Rub", "Nub". As you say "Rub", have him circle the word you've said.

c. In addition to saying two slightly dissimilar sounding words, also say two exactly identical words, e.g., "dig" and "dig". Randomly alternate your presentation of words that are the same and almost the same and have the child tell you whether they are the "same" or "different". He should do this without looking at you.

I A-5

AUDITORY

Pass out paper to all students and ask them to list all of the items they can think of, starting with the "CH" sound (or other sound) and can be found in a grocery store (or other sound).

If task is too difficult, then present child with a group of pictures of items from which he is to circle the correct sound.

I A-6

AUDITORY

Determining position of specific sound in words -

1. Have students listen to word and mark B, M, F, on ditto sheet, indicating where the sound appears in the word.

(B - beginning sound)
(M - medial sound)
(F - final sound)

I A-7

AUDITORY

Identifying environmental sounds:

1. Have students put heads down and listen - then tell sounds they heard.

2. Listen to tape or record then:
   a. Matching picture to sounds heard
   b. Telling what sound is
   c. Have children record sounds and then identify them through listening.
      (clapping, dropping marbles in a jar, pouring water in a glass, rustling paper, hard breathing, etc.)

3. Tape sounds while on field trip and use them.

I A-8

AUDITORY

Pass blank papers to all the children and have them number from one through 20. A typical lesson might be patterned after these directions: "I will read a list of 20 words. After I say each word twice, I want you to write only the first sound. For example, when I say "Sat - Sat", you would write the letter S.

Variations:

1. The long vowel you hear, as in hope, you would write O.

2. The beginning consonant blend, as in chest, you would write CH.

3. The terminal (last) sound you hear, as in hat, you would write T.

4. The first syllable you hear, as in cancel, you would write Can.

5. The accented syllable, as in happy, you would write Hap.

6. The base word, as in evenly, you would write even.

7. A rhyming word to the word I say, as in sick, you could write quick.

I A-9 **AUDITORY**

Discriminating Non-Verbal Sounds

1. Child is shown sound with object.
2. Child later "covers eyes" while sound is made.
3. Child points to object making sound. (Examples of environmental sounds:

wall switch on and off, door opened and shut, handbag clasp opened and shut, alarm clock winding and ringing, scraping of chair on floor, pouring of water, rattling of keys, crumpling or cutting paper,etc.

Later: Have child discriminate sounds with slight background noice; drums, taps, bells, rhythm sticks, tone blocks, "crickets", rattles, triangles, etc.)

By gesture and action:

Teach sound-object association. Gradually progress to where child can discriminate between 3 sounds (e.g. point to object making given sound).

If animal sounds are recorded, be certain:

Child associates pictures of animal with animal.
Recordings have "true" sound.

I A-10 **AUDITORY**

Have child listen to a series of words and identify the similarities in initial or final or middle sounds:

toy - tag   hit - pit   pan - cat

I A-11 AUDITORY

Arrange mixed letters, numbers, words on chalk tray. Teacher says "a", "e","cat", etc., and student points out proper symbol.

Could do above but have students circle answer on a ditto sheet or write what teacher says on paper.

In using ditto sheets, teacher could give short directions;i.e. "Put yellow box around "team". This would carry exercise one step further.

For Vis-Aud. Association, have students give sound or word when he sees card.

For more advanced - have student use sound in word or word in sentence.

I A-12 **AUDITORY**

Listening

Read orally a variety of sentences. After each sentence have child tell how it was read:

very softly
very rapidly
very loudly
very slowly
in a very low voice
in a very natural voice
etc.

I A-13 **AUDITORY**

Auditory Discrimination

Teacher gives consonants in pairs: example -
s - m; s - s; f - n; s - s; f - f; n - s
Children reply (raise hands) if sounds are alike.

I A-14 **AUDITORY**

Responding to Sound

Ring bell - have youngsters respond to sound.

(First ring bell in child's sight then ring it out of sight)

(Child can respond by dropping beads in jar, hiding face, tapping table,etc.)

I A-15 **AUDITORY**

Localization of Sound

With eyes shut, child should tell localization of sound.

(Sound can be another child tapping a drum, using a noisemaker, etc.)

(Some children need help to learn to attend to certain sounds and to ignore others.)

I A-16 **AUDITORY**

Auditory Discrimination

Teacher gives series of consonant sounds. Children are to raise hand when they hear a particular sound (example: S sound)

Begin with - S, M, N, F, SH, V

Later - T, D, K, P

After children are accustomed to sounds, teacher should cover mouth.

I A-17 **AUDITORY**

Auditory Discrimination

Vowel discriminations - start with long vowels,
then - short vowels - a - i - o
last - short vowels e and u

Procedure:

Teacher says and children respond by raising hands:
1. Series of vowel sounds - children respond when they hear short i sound.
2. Series of paired sounds a - a, a - i, a - o, i - i, children respond if alike.
3. Series of paired words - pan - pan, pan - pin, children respond if alike.
4. Series of paired nonsense sounds - ab - ab, ab - ob, children respond if alike.

I A-18 **AUDITORY**

Discrimination

Teacher speaks a sentence.

e.g. "Tom feels unhappy."
Children find and tell kind of error. Have the child give the correct sentence.

I A-19 **AUDITORY**

Teacher says three words -

Children tell which have same:

vowel sound
initial consonant
final consonant, etc.

I A-20 **AUDITORY**

Read a story or poem aloud and ask pupils to pick out the words such as:

squeal
buzz
purr
growl

that make a noise.

I A-21 **AUDITORY**

Auditory Discrimination

Teacher gives series of words. Children respond (ex: raise hands) when they hear a word that begins with a certain sound (ex. -) "S"

see, zoo, fan, sock, she

Later, follow same directions with children recognizing final sounds.

(If children have difficulty understanding final sounds, use train example - engine and caboose)

Use tapping example - gently tap child's back or chest.

I A-22 **AUDITORY**

Dictionary Games

Write one vowel (or consonant) and word using it on board.

Example: "a" as in magnet

Pupil consults dictionary to find pronounciation.

Then list other words with same sound without use of dictionary.

Time - Limit

I A-23 **AUDITORY**

Tongue Twisters

Ham in a can can jam a pan.
Bill will fill the hill with dill.

Five fine funny fish found four fat frogs for friends.

Write, we know, is written right when we see it written write. But when we see it written wright, we know it is not written right.

A tutor who tooted the flute tried to tutor two tooters to toot.

Betty Batter's bitter butter's not bettering her batter.

The skunk stunk on a stump.
The skunk said the stump stunk.
And the stump said the skunk stunk.

How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
The woodchuck would chuck
As much wood as he could chuck
If a woodchuck could chuck wood.

I A-24 **AUDITORY**

Discrimination

Primary

Cut out pictures from magazines, catalogues, old books, and make scrapbooks of pictures that begin with a single sound. Place a single picture at the tope of the page with the beginning sound letter. Have child find other pictures that begin with the same sound and paste on page. Have one page for each individual sound.

I A-25 **AUDITORY**

LISTEN CLOSELY

Have someone read a passage. Form two teams. Instruct players to listen closely for certain types of words. (Rhyming words, those that contain certain syllables,etc.) When players hear word fulfilling requirements, he repeats it and scores a point for his team. (Can write them down.)

I A-26 **AUDITORY**

Discrimination **Primary**

DOG & BONE

One child, the dog, sits on a chair with back to class. An eraser is placed under the chair. The dog closes his eyes while another child steals the bone. If the dog hears the child he barks and the child must return to his seat. Every child sits with hands behind his back to pretend.

If he gets the bone, he returns to his seat. Every child sits with hands behind his back to pretend he has it. All say, "Doggie, doggie, all alone. Wake up now and find your bone." The dog has three guesses. If he is right, he has another turn as dog. If he is wrong, the child who has the bone becomes the dog.

I A-27 **AUDITORY**

Discrimination

PRIMARY

Identifying familiar sounds.

Make tapes of familiar sounds -
- Animal Sounds
- Human Voices
- Bells and Horns
- Home Noises

I A-28 **AUDITORY**

Reading Auditory Approach

Matching sounds -

Ask child to say a sound and to continue emitting it (ex: - n,s, sh, v)

Teacher says a series of sounds - when she says "his sound" he is to stop -

EXPANSION
Same procedure can be followed with child saying sound to himself.

AUDITORY SKILLS

Teacher reads orally a silly sentence -

ex: (1) "Sally smiles sweetly at Sue."
Which word does not begin with "s" sound?

Initially, tell children what to look for - as "This is a "ses" - (sound) sentence."

(also - encourage "poker faces"_

(2) "Toddling Tom stops suddenly."
(short o sentence).

AUDITORY SKILLS

B. Memory

a) Recall

(green sheets)

I B-1

AUDITORY

Develop activities that include immediate, intermediate, and long term memory functions. For example, immediate memory could be exercised by reading a sentence and immediately having the child respond to the question or the content. Intermediate memory would be asking the child to recall or recognize activities or stories from a previous period in the day or the day before. Long-term memory refers to what the child recalls or recognizes from activities carried on a few days or more ago.

I Ba-1
(Advanced Level)

AUDITORY

Divide group (as boys and girls) and give "key" to each group.
as - "your key is 523"
or - "your key is yellow square"

Then give various verbal directions preceeded by a key - child should respond only if his key is given.

I Ba-2

AUDITORY

"SIMON SAYS"

Leader gives instructions which are to be followed only when prefaced by "Simon Says."

I Ba-3

AUDITORY

Read aloud rapidly the names of different objects, including three or four different categories. Ask one to remember only the toys, another child the tools.

I Ba-4

AUDITORY

Work can be read to the child from "Following Directions." This is done to hold the child's attention and to improve the auditory memory and comprehension.

Students can mark answers on teacher made dittos.

Barnell Loft A - First reading level
B, C, D, E, F - Levels 2 thru 6
Gates Peardon Reading Exercises, "Can you Follow Directions?"
Elementary Level Grade 2-3.

I Ba-5 **AUDITORY**

Choose a short story, review it and pick two facts for which you particularly want the children to listen. These might be the names of two people, two stores, two animals,etc.

A variation is to add - I will also ask one extra question to see how well you listened.

Later tell them to listen for a series of things- the name of Bob's friend, the number of blocks he walked, what day it was, what he found along the way and how long it took him.

Exercises of this type are most helpful when done on a regular basis.

I Ba-6 **AUDITORY**

Give a series of commands.

Start with few simple directions and gradually increase the number and complexity. For added interest the commands should be humorous in nature or the students could give each other commands.

Prepare special ditto sheets and use taped or oral directions for students to follow: i.e., "Color the top half of the third circle red."

I Ba-7 **AUDITORY**

AUDITORY RECALL

Show children a series of animal pictures:
Have children give appropriate animal sounds.
(Can expand to other environmental sounds)

I Ba-8 **AUDITORY**

MEMORY RECALL

Relate activities of the day before.

I Ba-9 **AUDITORY**

Students may listen to short paragraphs which compare people, places, or events. From memory, they would then attempt to recall likenesses and differences.

I Ba-10 **AUDITORY**

Listen to story or poem and act out basic plot.

Have student recall past happenings and relate these to group.
"Tell us about what you did last night."
(last weekend or last summer)
"What did you get on your last birthday?"

I Ba-11 **AUDITORY**

Comprehension

The child observes a picture while the teacher is reading a story that relates to the picture. The child must note objects that are in the story but missing from the picture, or note extraneous objects or characters in the picture but not in the story.

I Ba-12 **AUDITORY**

Expressive Productivity

Conduct a "Style Show" in which pupils describe what others in class are wearing - after they've left the room.

I Ba-13 **AUDITORY**

IDENTIFYING SOUNDS PRIMARY

Ask a question about something that begins with a particular sound.
Example: What sound does the lion make when he roars?
(r sound)

I Ba-14 **AUDITORY**
(Discrimination)

Teacher has many objects on a table. She asks a child to show her one which begins with (or like) b (ball), or d (dish) or t (top) etc.

I Ba-15 **AUDITORY**

I AM THINKING OF A WORD - - - - - - -

a. That begins like cat, etc.

b. That rhymes with take, etc.

c. That ends like back, etc.

I Ba-16 AUDITORY

Auditory Tactile

The Sound of "S"

Have one child sit on a chair. Choose another child to place an object beginning with the sound of "s" under the chair. (scissors, stamps, stars, toy soldiers, sand; cut out six or seven pictures of a sum, etc. The child sitting in the chair must guess what the object is by feeling it (keeping his eyes shut).

I Ba-17 AUDITORY

Play -

"Simon Says"
and variations -

As (1) "Mr. Valentine says"
(2) "Codes"

Preceed "Directions" with a series of 2 or 3 numerals (as 34) - if you omit code - or insert another code - (as 24) and child follows directions, he's out - etc.

AUDITORY SKILLS

B. Memory

b) Sequencing

(green sheets)

I Bb-1

AUDITORY

Sequencing

A child with auditory memory deficiencies might be given -

1. Attention clues (visual or auditory) so that he can be "ready to listen".

2. Organization skills - so that he can organize what he must remember in a meaningful way.

3. If he benefits from reauditorization, he needs opportunity to orally repeat the instructions.

I Bb-2

AUDITORY

Use Whispering Games where children whisper instructions to each other and then carry out the directions.

"Telephone" and similar games. Children are in line and each whispers to the next. The last person tells what he has heard.

Tin-can telephones, walkie-talkies.

I Bb-3

AUDITORY

Integration

Teacher says word in segments - children tell what the word is:

1. Begin with compound words; base-ball; bird-house;

2. Expand to syllables; af -ter; ap-ple; ta-ble;

3. Short words with long vowels; r a k e; k i t e

4. Short words with short vowels; p i n; c u p

5. Short words with similar and configuration;
c a p; c a t; c a n.

I Bb-4 **AUDITORY**

Integration (part-whole)

Introduction to syllables:

Relate syllables to music
Children "clap to simple songs"

Expand to:

1. Clapping syllables in a series of words.
2. After teacher says a word, children can respond by raising fingers to indicate number of syllables.

I Bb-5 **AUDITORY**

Sequence stories; first child says: "I saw a dog." Next child adds a sentence and passes it on, repeating until the series cannot be recalled.

"I went to the store" - children repeat what was said previously, each adding another item that he purchases.

I Bb-6 **AUDITORY**

The children have cards with certain symbols (numbers, letters, pictures, or forms) clearly indicated. The teacher repeats a series orally and the children then look at the cards and arrange them in the order presented.

I Bb-7 **AUDITORY**

The teacher repeats a number of unrelated words orally and the children repeat them back in the proper sequence.

I Bb-8 **AUDITORY**

Have students listen to and repeat directions that might be given to a traveler attempting to reach a particular place.

One student could give directions to his home (or another place) and another repeat to show that he understands and remembers the directions.

I Bb-9 **AUDITORY**

A word is spelled (or sounded) to the children and they are to spell it back in the proper sequence.

I Bb-10 **AUDITORY**

Children listen without seeing as teacher claps, taps, snaps fingers, etc., in a specific pattern. Students then imitate what they heard.

Can tape record and have children compare sounds.

I Bb-11 **AUDITORY**

Memory

Present unrelated words for verbatim repetition. This exercise can be modified to combine auditory memory and association by presenting a series of words that have a definite relationship such as "truck, car, tractor, bus".

The child repeats the sequence sounds that make up a word. The child repeats the sounds in their proper order and then identifies the word.

I Bb-12 **AUDITORY**

Auditory Memory - Non-verbal Sounds

Clap hands - vary by number
vary by loudness
vary by rhythm

Can also - snap fingers
tap feet,etc.

As children become proficient, increase length of pattern.

Teach child to remember sequences of noisemaker sounds. Child and teacher each have set of noisemakers.

1. With all noisemakers in sight.
2. With teacher's noisemakers out of sight.
3. With all noisemakers out of sight.

Child imitates pattern - as bell - drum - bell - bell - drum, etc., or, teacher beats on her drum - child responds.

I Bb-13 **AUDITORY**

Memorize poems, rhymes or action stories by rote. Start the youngsters on short verses which are rhythmic and rhyming for ease of retention. For added variety, each row or group might have a different selection, which adds interest and entertainment. Choral singing could also be used in this manner.

I Bb-14 **AUDITORY**

A form of listening that is related to reading is to have the children detect a series of corresponding steps in a story. Be sure to explain and demonstrate what you expect from the children.

EXAMPLE: I am going to read a short story about how a boy named Bob made an aquarium. When I have finished, I want you to write on your papers only the things he did that were concerned with building an aquarium.

I Bb-15 **AUDITORY**

Orally give chain arithmetic problems suitable to the level of the class. Tailor the length of the chain and the speed at which you dictate to your class.

Example: $2 + 3 - 1 = ?$

$(6 \times 7) + 3 \div 9 + 1 - 4 =$

Repeat the chain slowly only if the entire class is unable to process the information as you give it.

I Bb-16 **AUDITORY**

Allow no pencils, paper, or other aids.

Use sequences with which the youngsters are already familiar, such as days of the week, months, seasons, numbers, the alphabet, and for the older students, the presidents.

Start by asking "after" questions: "What comes after 7?" or "S" or "O" or "Spring" etc.

What comes "before"?

"What comes two numbers before?" etc.

Increase the complexity as the children are able to visualize where.

I Bb-17 **AUDITORY**

A sentence is presented orally to the children and they are to repeat it back in the prescribed order.

For example; "The boy ran to the store to buy some oranges, bacon and bread."

The children repeat verbatim.

I Bb-18 AUDITORY

The teacher says "I am thinking of three things in the room made from wood." Each child when called upon may make one guess. If the child guesses the third item, the teacher would say "Yes, that's number three - now, what are the first two?"

If any child restates item three, he or she is"out". The winner is the child who can correctly give the three in sequence.

I Bb-19 AUDITORY

One child says his telephone number and asks someone to repeat it. If he can't he selects another child.

The one that does repeat it then gives his number and so on.

I Bb-20 AUDITORY

To improve his auditory memory for sentences, the child should be told meaningful sentences to repeat. These should initially be about five or six words in length such as: "Buy some pears, milk and bread." "Here's the hammer, nails, and drill."

He may need the help of a visual cue such as a card on which the first letter of each word in the series that he was suppoed to recall, e.g. for the first sentence above the one card would contain the letters: "P", "M", "B". An auditory cue, such as whispering the intial sound of each of the words in the series to be recalled may be needed.

Eventually the child can be asked to repeat more complicated directions, such as "Get off the bus at Skokie Blvd., walk two blocks north to Bronx, then turn right." "Take out your English book. Open it to page 24 and read up to page 47."

I Bb-21 AUDITORY

(MEMORY) Sequencing

Primar activities

Playing "store" or "restaurant" offer many opportunities for memory exercises.

I Bb-22 **AUDITORY**

(MEMORY) Sequencing

Give children worksheets.

1. Have them listen to directions given on tape recorder as "Ready?" Mark the table, the chair and the lamp."
2. Mark their worksheets.
3. Check answers by replaying the tape.

I Bb-23 **AUDITORY**

(Memory) Recall of a Series

To encourage the children to remember words in a series.

The teacher starts the game by saying "I am going on a trip and I will take along a suitcase." The next child repeats what was said by the teacher and then adds another object. "I am going on a trip and I will take a suitcase and a coat." The game continues with each child having to repeat what was said before him and then adding a new object to the list.

VARIATIONS:
1. Use categories of words; clothing,household items.
2. Choose words beginning with specific sounds: ex: P, N.
3. Awareness of syllables: Use 2 syllable words or longer.
4. Use descriptive words (a big car).
5. Alphabetical order.

I Bb-24 **AUDITORY**

Game of rhythm:

On the snap of fingers, the children pointed to repeat the number series.

I Bb-25 **AUDITORY**

Have students listen to a story and then relate the events in the order of their occurrence.

Have them predict what might happen next.

I Bb-26 AUDITORY

A sentence is read to the child and he must repeat it verbatim. Then, the teacher reads the sentence leaving out a word (or more) and the child is to complete the sentence. For example, "The boy ran up the hill." could be presented:

a. "The --- ran up the hill."
b. "The boy ran up the ---."
c. "The boy --- up the hill."
d. "The boy ran -- the hill."

The sentences are to increase in complexity and length as the child progresses.

I Bb-27 AUDITORY

Have students listen to and repeat directions that might be given to a traveler attempting to reach a particular place.

One student could give directions to his home (or another place) and another repeat to show that he understands and remembers the directions.

I Bb-28 AUDITORY

Give children dittos with pictures of objects on them. Read a sentence as "When mother comes home from the store, she puts the car in the garage. Mark where mother puts her car."

Gradually increase length and complexity of "stories."

For older children one might expand the subject matter.

I Bb-29 AUDITORY

FOLLOWING DIRECTIONS

Use tape recorder

1. Play exercise to students. Have them do as the tape directs. Correct answers for immediate reinforcement.

   Ex: Listen to the following series of numbers.
   Write every number that is less than 10.

I Bb-30 AUDITORY-VISUAL ASSOCIATION

Reading - Auditory Approach

For auditory sequencing deficiencies -

Teacher repeats two sets of sounds in a series -
Child is to tell if series are alike -

(1) jingle, jingle, horn vs. jingle, jingle, horn
(2) jingle, horn, hingle, vs. horn, hingle, jingle

I Bb-31 AUDITORY SKILLS

The teacher may ask a child to provide the next sound or word from a pattern. She may play a drum, a bell, a bell and a drum, and ask the child for the next musical sound. Or she may say "slish, slash, slish" and ask the child for the next word. After any of these activities the child should repeat the entire pattern.

I Bb-32 AUDITORY SKILLS

Auditory Memory -
Variations on "I'm taking a trip -
(A) Subject variations -
1. "I'm going to the moon and will take ______"
2. "I'm going to the store and will buy ______"
3. "I'm furnishing a house and will need _____"
4. "I went to the circus and saw _______"
5. "I went to Africa and saw ______"
6. "I attended an Indian Council meeting that included _______(tribes)"
7. "I'm eating a large alphabet dinner and tonight my menu is "c" (Name foods beginning with c; or those containing a c)____"

(B) Number variations -
In place of isolated word responses - encourage adjectives with nouns and/or phrase responses.

I Bb-33 AUDITORY MEMORY

Learn "silly songs," clever rhymes and/or poems -
as "Supercalifragilistic Expeadlidosis"

I Bb-34

AUDITORY

Difficult variation on - "I'm taking a trip -

Have children select nouns with "strong" final sounds. A given child must not only remember preceding nouns but add a noun that begins with previous final sound -

ex: "We're taking animals into the ark including
a tiger, a rabbit, a turkey, an eagle, etc.

(Discourage plurals)

AUDITORY SKILLS

C. Comprehension
(green sheets)

I C-1 AUDITORY

Prepare on a ditto a sheet with lines for several "sessions." Plan on asking from 5 to 10 questions at each session. Read a short selection to your class. It is preferable if it has some factual material, such as dates, numbers, names, and so on.

Following the reading, ask questions orally based on statements and facts mentioned in the selection. Some questions can be True and False, some can be Multiple Choice (with the choices given orally and the answer indicated by letter or number), or completion (where only very simple words or numbers are used).

This activity should be used on a long term regular basis. Suite the nature of the selection and types and difficulty of questions to the age and level of your class.

Cal also be used for Auditory Memory.

I C-2 AUDITORY

Read a series of paragraphs and have students choose the main idea for each from a number of choices on a previously prepared worksheet. Have them discuss why each of the other choices is not suitable, labeling them too general, too specific, irrelevant, or inaccurate.

I C-3 AUDITORY

Continental Press Thinking Skills - Level 2 and the Milliken Read and Think, Grade 2 contain exercises on word meaning which can be used to aid language development on both auditory receptive and auditory expressive levels.

I C-4 AUDITORY

Introduce pictures that go along with the content of the orally presented story. This aids in keeping attention and provided cues that enhance the context of the story. As the child progresses, the visual cues are gradually reduced.

I C-5 AUDITORY

The teacher reads small exerpts from stories the class is familiar with and the children are to identify the correct story.

I C-6

AUDITORY

The child observes a picture while the teacher is reading a story that relates to the picture. The child must note objects that are in the story but missing from the picture, or note extraneous objects or characters in the picture but not in the story.

I C-7

AUDITORY

Read aloud to the child a brief story (no more than three paragraphs) at the appropriate grade level (e.g. a selection from Book B of Webster Practice Readers would be suitable for a child comprehending at about an upper second or lower third grade level). The child's comprehension of the story's meaning should be determined by expecting him on different occasions to respond in the following ways:

1. Explain his understanding of the story orally and answering specific questions that you ask.

2. Explain his understanding of the story by drawing what must have occurred earlier or what probably will occur next.

3. Explain his understanding of the story by placing in appropriate sequential order pictures that represent events that occurred in the story.

4. Explain his understanding of the story by pantomining the actions of one of the story characters or of what he thinks the characters would logically do next.

5. Explain his understanding of the story by dramatizing with WORDS AND ACTIONS some aspect of it or some episode that he feels will logically occur next.

6. Explain his understanding of the story that was read by the teacher by writing about some aspect of it.

While engaging the child in the process of comprehension using a variety of input and output channels in isolation and in combination, attempt to note through which combination of input and output modalities he finds it easiest to learn. Employ this knowledge in future lessons that you design.

I C-8 **AUDITORY**

Work should be done to improve understanding of what is said. Word meaning, multiple word meaning and sentence meaning exercises should be given. This material should be presented orally. Many exercises in the Continental Reading and Thinking Skills may be used by the teacher to read to the child.

I C-9 **AUDITORY**

Tell a story to the child. Stop at regular intervals and have the child provide a logical continuation based on the full comprehension of details of the story that you have thus far presented. When the child has sufficiently demonstrated this comprehension, you, the teacher, may interrupt and using the child's ideas present another portion of the story.

Instead of telling an original story, brief one page stories, such as those presented in the Continental Press Reading-Thinking Skills series can be read aloud by the teacher to the child. The last paragraph can be omitted and he can be asked to suppy the logical ending.

I C-10 **AUDITORY**

To improve the child's listening and comprehension abilities, the "Listening Skill Builder" exercises from the S.R.A. Reading Laboratory IC should be used regularly. Records of his scores should be kept so that he can be made aware of his rate of progress.

Weekly Reader?

Thus, the teacher should be able to determine through which combination of modalities the child is best able to function. Employ this knowledge in future lessons that you design.

I C-11 **AUDITORY**

(Auditory Integration) LISTENING

Give children a paper with pictures.
Teacher tells a story and children mark picture that finishes story.

Variations:

1. Tell ending.
2. Children given clues as to what to listen for. What John did? Where did they go? Main idea? Three important events,etc.

I C-12 AUDITORY

Teacher reads a story and child gives it back orally or answers questions about it or draws a picture about it.

I C-13 AUDITORY

Comprehension

Games - modeled after familiar T.V. quiz shows
It's Academic
Toss out questions - define a word, etc.
Award points to individual or group.

I C-14 AUDITORY

Comprehension

Teacher describes an object that is in the room -

Children guess what it is.
(Can expand to include something in the garden,home,etc.)

I C-15 AUDITORY

Comprehension (Receptive and Expressive Lang.)

Teacher read a short story orally to class. Then ask questions and have children answer orally. Also ask thought and imaginative questions.

Should be done twice a week or more - soon children can take over and do same.

I C-16 AUDITORY

Have students listen to sound-track of a film and tell or write what happened. Then show film with picture.

Have students listen to sounds on a tape and write what they think happened. (Allow them to take brief notes to aid memory.)

I C-17 AUDITORY

Short sentences can be read orally to the child. He is to tell whether the material presented means the same thing or has a different meaning. The Milliken Publishing Series "Read and Think" Grade 3^1 and 3^2 can be used. Level 3^2 page 1 and Level 3^1 Page 16 are examples of this.

i.e. "The child walked down the street."
"The child strolled down the street."

I C-18 AUDITORY

COMPREHENSION

To increase childrens' comprehension of general meanings, use -

true - false statements
verbal absurdities

I C-19 AUDITORY

COMPREHENSION

The child observes a picture while the teacher is reading a story that relates to the picture. The child must note objects that are in the story but missing from the picture, or note extraneous objects or characters in the picture but not in the story.

I C-20 AUDITORY

COMPREHENSION

Silently list a group of related words on the board. Example: dark, cold, wet, damp, drippy,misty,chilly,shiver.

After the words have been pronounced clearly - ask "Why did I choose these words?" "What can you tell me about them?" "What does damp mean?" "Show me how you look when you shiver?"

The verbalized definitions are often interesting, humorous, or curiously confused. It requires the student to bring forth descriptive words, and the children are using their recall abilities as well.

Next I ask them what comes to mind to which they can make an association. I list these words with the others. After the discussion time and the exchange of ideas, the children write a story correctly using as many of the key words as they can.

I C-21 AUDITORY

Give children dittos with pictures of objects on them. Read a sentence as "When mother comes home from the store, she puts the car in the garage. Mark where mother puts her car."

Gradually increase length and complexity of "stories."

For older children one might expand the subject matter.

I C-22

AUDITORY

Select something in room. Teacher says, "I can see something blue." Children try to guess what it is.

something large
something soft
something made of wood
something high or low
something colored

I C-23

AUDITORY

Work can be read to the child from "Following Directions." This is done to hold the child's attention and to improve the auditory memory and comprehension.

Students can mark answers on teacher made dittos.

Barnell Loft A - First reading level
D, C, D, E, F - Levels 2 thru 6

Gates Peardon Reading Exercises, "Can You Follow Directions?" Elementary level - grade 2 and 3.

I C-24

AUDITORY

TAKING NOTES

Even though many L.D. children find it impossible to master this skill without help, they are required to take notes from time to time in class.

Procedure: Give student a ditto sheet with key words filled in. Have them write the words as you say them. Go very slowly so you are sure he can get most of them.

In the beginning of this exercise many words will be on the ditto for him. As he improves, put less words on the ditto.

AUDITORY

I C-25

Comprehension

WHAT IS IT?

Each pupil may take his turn at arousing the curiousity of others by bringing to class some object he has read about. The class is to guess its name and use. Guess the title of book. Guess what the object was used for in the book.

I C-26 **AUDITORY**

KINESTHETIC

Turn to the right and stand if you please
Touch your elbows and now your knees
Touch both heels - - now your nose
Hands on hip and now your toes.
Hands on your shoulders - and now on your shoes
Turn to the left and read the news
Hands on head, also on hair
Hands on hips, now in the air
Touch your face, now your feet
Clap your hands and take your seat!

I C-27 **AUDITORY**

KINESTHETIC

Ten little soldiers	
standing in a row	Hold 10 fingers up
They bowed to their captain	
Down just so.	Bend fingers
They marched to the left	
they marched to the right	Move hands left and right
They stood in a row	
All ready to fight.	Hold fingers straight up
Along came a man	
With a great big gun	Pretend to point a gun
Bang! Did you see	
Those soldiers run?	Clap hands then hide them behind back.

I C-28 **AUDITORY**

KINESTHETIC **PRIMARY**

Jack in the box, shut up so tight
Not a breath of air, not a peep of light.
How tired he must be all in a heap
We'll open the lid and he'll leap!
(Act out)

I C-29 **AUDITORY**

KINESTHETIC **PRIMARY**

Do you think that a giant who is tall, tall, tall
Can see a little elf man who is small, small, small?
But the little elf man who will try, try, try.
Can reach the giant who is high, high, high.

I C-30 AUDITORY

KINESTHETIC

Two little feet go tap, tap, tap
Two little hands go clap, clap, clap
A quick little leap up from the chair
Two little arms reach high in the air.

Two little feet go jump, jump, jump
Two little hands go thump, thump, thump
One little body turns round and round
One little child sits quietly down.

(Act out)

IC-31 AUDITORY

KINESTHETIC

Jumping Jack, Jumping Jack
Funny little man
Jump, jump, jump
Just as fast as you can.

Your arms fly out
And your legs fly too
Jumping Jack, Jumping Jack
How do you do?

(Act out)

I C-32 AUDITORY

Comprehension Verbal Description

PRIMARY

Have pictures of objects. After each sentence, ask what the answer might be.

Example: I have something that is round.
It is something to eat.
It has an orange peeling.
What is it?

I C-33 AUDITORY

Teacher says a sentence with an error - -
(error could be in grammar or in meaning)
Children are to recognize error. (Encourage "poker faces" until sentence is completed - so as not to "give away" their answer)
Gradually - increase length and complexity of sentence and subtlety of error!

AUDITORY SKILLS

C. Comprehension

a) Vocabulary

(green sheets)

I Ca-1 AUDITORY

The child is asked to define a word, place it in some category, and discuss its varied uses and significance for man. A cow, for example, is a farm animal that gives milk, cream, and so on, and is an important food for man.

I Ca-2 AUDITORY

Read a sentence containing an unfamiliar word or one in which a familiar word is used in an unfamiliar manner. Students are then to discuss the clues provided by the context and the meaning that they indicate.

I Ca-3 AUDITORY

Language master cards picturing two meanings of a word, e.g., an ear of corn and a person's ear, can be prepared. The instructor's voice uses the word in a sentence employing one of its pictured meanings, e.g., "I hear with my ears." The child after listening to this sentence records an original sentence using the other meaning of the word as pictured on the card, e.g., "I ate one ear of corn for dinner". (Good sources of such words: Continental Press Reading- Thinking Skills)

I Ca-4 AUDITORY

COMPREHENSION - WORD MEANING

Words and idiomatic expressions that are used in curriculum that is currently being studied should be those with which a child works. Explanations should be given in other ways than auditory, if possible. Pictures and gestures may help clarify the meaning. The use of the language master with the picture presented as the word or expression is used should help the child understand what he is hearing. Words should not be taught in isolation but in context.

I Ca-5 AUDITORY

The teacher should read aloud a sentence containing an unfamiliar word or one in which a familiar word is used in an unfamiliar manner.

Students are then to discuss the clues provided by the context and the meaning implied by context.

I Ca-6 **AUDITORY**

Have the child translate words into body movements.

Teacher give directions such as two jumps - three hops and a turn. The length and complexity of directions should increase as the child is ready.

I Ca-7 **AUDITORY**

COMPREHENSION (Definitions)

Write words on 3x5 cards - - leaving space for definitions. Put cards in a box. Each take turns writing down definitions.

Players have game (two teams) asking players word from reading the definition.

I Ca-8 VOCABULARY

Have child read a story silently. Have him take down unfamiliar words - stipulate amount. "Write down the words you don't know until you have (example) ten, fifteen, twenty," etc.

Go over meaning of word with student - put it down in syllables - sound it out phonetically. Spell it. Write two words - every day - master ten words a week.

I Ca-9 **AUDITORY**

Concept Formation (If group act, place children near teacher.)

Prepositions

Place a small object in various places around a large object. (example: a ball and a large box)

under, in, inside, behind, between, beside, inside of, above, on, in front of, etc.

Ask children to tell:
"The ball is in the box" etc.
If children are at a low level, begin with a few prep. (as in and on) and gradually increase.

Worksheets can be made with objects in various positions; Child can (1) match or (2) lable (a) a word (b) a sentence.

AUDITORY SKILLS

C: Comprehension
b) Concept Formation
(green sheets)

I Cb-1

AUDITORY

RHYTHM GAME:

On snap of finger as you go around circle, the child must name something like (or the opposite of) that named by leader.

I Cb-2

AUDITORY

Three words are presented to the child and he is to name a category that all three would fit. Leaves, bark, and limbs all fit on a tree,etc.

I Cb-3

AUDITORY

The child is asked how two concepts or objects are alike or different, such as how are a ball and balloon alike - different? Or, how are a ship and an aircraft alike - different?

I Cb-4

AUDITORY

The teacher asks why two objects or things are in a given classification, such as "Why are a duck and a robin both called birds?" "Why are trains and ships both considered means of transportation?"

I Cb-5

AUDITORY

Class differences

"Which of the following words does not belong: Birds, bees, flys, cars?" (John, Mary, Bill, George, apples) (Hamburgers, steak, wieners,etc.)

Repeat exercise, requiring verbal listing of things that do go together.

I Cb-6

AUDITORY

Verbal - opposite training

"Name the opposite of boy." (man, day, morning, etc.)

Have pupils give their own stimulus words for association and discussion of relationships.

This can be a game using a ladder (or road) and moving a space each correct response.

I Cb-7 AUDITORY

Prepositional analysis:

"Is my hand under the desk?"

"Are parks to live in?"

Have pupil explain his reply to your questions.

I Cb-8 AUDITORY

Lang. Dev. - Size and Opposites
Begin with concrete materials - progress to pictures -

Compare:	big	bigger	biggest
	small	smaller	smallest
	little	littler	littlest
	large	larger	largest
	thin	thinner	thinnest
	thick	thicker	thickest
	fat	fatter	fattest
	skinny	skinnier	skinniest
	narrow	narrower	narrowest
	wide	wider	widest
	tall	taller	tallest
	short	shorter	shortest

Encourage child to say - "This is the biggest" or "This is small." "This is not large." etc. (See A-A card) and label items.

I Cb-9 AUDITORY

Language - Exp.

Teacher says a (noun - word)
Children tell what it is made of:
Example: inner tube - made of rubber
Good "team" activity.

I Cb-10 AUDITORY
Language Dev. Prepositions
Given an object, ask child to place it:
under the desk between the books
in the desk inside, beside, behind, above, on,
in front of, etc.
If children are at a low level, begin with a few prepositions (as in and on) and gradually increase.
Can easily expand - as have children stand beside their desks, etc.

ICb-11 **AUDITORY**

Comprehension

Silently list a group of related words on the board.
Example: dark, cold, wet, damp, misty, chilly, shiver.

After the words have been pronounced clearly, as -"Why did I choose these words?" "What can you tell me about them?" "What does damp mean?" "Show me how you look when you shiver."

The verbalized definitions are often interesting, humorous, or curiously confused. It requires the student to bring forth descriptive words, and the children are using their recall abilities as well.

Next, ask them what comes to mind to which they can make an association. List these words with the others. After the discussion time and the exchange of ideas, the children write a story correctly using as many of the key words as they can.

I Cb-12 **AUDITORY**

Teach children "similar verbs" by acting them out:
Example: push - pull

I Cb-13 **AUDITORY**

(If group act, place children near teacher.)

Prepositions -

Place a small object in various places around a large object. (example: a ball and a large box)

under, in, inside, behind, between, beside, in side of, above, on, in front of, etc.

Ask children to tell: "The ball is in the box" etc.

If children are at a low level, begin with a few prep. (as in and on) and gradually increase.

Worksheets can be made with objects in various positions: Child can (1) match or (2) label (a) a word (b) a sentence.

I Cb-14 **AUDITORY**

CATEGORIES - for language development might include -

transportation
foods
fruits
vegetables
meats
pastries
furniture
appliances
occupations

(Older children may be able to give a functional definition but not the precise category.)

I Cb-15 **AUDITORY**

Comprehension

The child observes a picture while the teacher is reading a story that relates to the picture. The child must note objects that are in the story but missing from the picture, or note extraneous objects or characters in the picture but not in the story.

I Cb-16 **AUDITORY**

Read aloud rapidly the names of different objects, including three or four different categories. Ask one to remember only the toys, another child the tools.

I Cb-17 **AUDITORY**

Concept Formation

(If group activity, place children near teacher.)

Prepositions -

Place a small object in various places around a large object. (example: a ball and a large box)

under, in, inside, behind, between, beside, inside of, above, on, in front of, etc.

Ask children to tell: "The ball is in the box" etc.

If children are at a low level, begin with a few prep. (as in and on) and gradually increase.

Worksheets can be made with objects in various positions: Child can (1) match or (2) label (a) a word (b) a sentence.

I Cb-18 AUDITORY

Give children dittos with pictures of objects on them. Read a sentence as "When mother comes home from the store, she puts the car in the garage. Mark where mother puts her car."

Gradually increase length and complexity of "stories."

For older children one might expand the subject matter.

I Cb-19 AUDITORY

CATEGORIES - for language development might include -

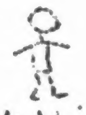
transportation
foods
fruits
vegetables
meats
pastries
furniture
appliances
occupations

(Older children may be able to give a functional definition but not the precise category.)

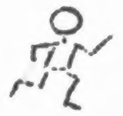
I Cb-20 AUDITORY

Teaching verbs to a child with receptive language problems-

1. say word simultaneously with act
2. use pictures
3. use pictures of verb combined with negative examples as - -



Walking



Not walking

I Cb-21 AUDITORY

Memory

Teach the child to give a specific word response to a stimulus word. For example, the child always responds with "large" to the stimulus word "big". After this pairing of words is thoroughly established, a second pair is introduced such as the stimulus word "little" and the response word "small" "scream" for "yell" etc.

After each set is thoroughly ingrained, the sets can be interchanged with more sets being gradually added.

I Cb-22

AUDITORY

Comprehension

Building the concepts of same and different by asking the child how two or more things are alike.

"In what way are a horse and cow alike?"

Initially, concrete likenesses (legs, eyes) are encouraged, but gradually more abstract similarities are developed - (both live on a farm, work for man, and are animals,etc.)

I Cb-23

AUDITORY SKILLS

Language Concepts

Have children look through magazines and find and cut out articles of clothing. (Encourage them to choose unfamiliar items.) Then label each item.

Finally, paste items on sheets of oaktag. Each sheet could be a different "category" (as worn by a man, woman, boy, girl, baby - - or - - worn in summer, fall, winter, spring.) Children can then learn to recognize these items and to read the labels.

Keep sheets available for frequent use.

I Cb-24

AUDITORY SKILLS

Auditory Comprehension
Instruct the children to raise their hands when they hear the name of an animal that lives on a farm, - "Cow, lion, tiger, chicken, deer, frog, cat, snake, monkey, dolphin, horse, zebra."

The teacher may recite some sentences and ask the child which words would be appropriate for completion of the sentences.

I can sleep on a . . . . banana, bed, bike.
I can eat . . . . . fruit, fur, fingers.
I walk on my . . . . . . hands, head, feet.
I ride in a . . . . . . car, airplane, shoe.

AUDITORY SKILLS

C. Comprehension

c) Inferential Reasoning

(green sheets)

I Cc-1 AUDITORY

Tell a brief story (one paragraph or so) and have child retell it in his own words, or answer questions about it. Visual clues such as pictures or key words used in the story can be given to aid in his retention.

Read aloud poem or part of funny story. Write on board, "Who, What, Where, When, Why, How?" Present questions one at a time and discuss.

After listening to a story or poem, have students suggest a title.

(This can also be included in Auditory Expressive)

I Cc-2 AUDITORY

Play question games with leading questions: "It is big, orange, and in the sky."

"It has fur, whiskers, and chases mice." etc.

Give description and have students identify object, animal, etc.

Joke or riddle presented followed by verbal discussion of its meaning or solution given by pupil.

I Cc-3 AUDITORY

Some exercises from the Continental Press Reading-Thinking Skills. Levels 3^1 and 3^2 can be read aloud by the teacher to the class. Exercises that deal with inferring from context, predicting outcomes, and making judgments should be used.

I Cc-4 AUDITORY

CONCEPTUALIZATION

Inductive and deductive reasoning:

Games can be made up using familiar people, places and things; then children are expected to observe, analyze, conclude and decide.

The inductive method is - reasoning from facts to a general rule or principle.

EXAMPLE: All animals die
A bear is an animal
Therefore, all bears will die. (con't.)

γ

I Cc-4 (con't.) AUDITORY

The deductive reasoning is - inference from a general rule or principle or law to a particular case.

EXAMPLE: Wet earth is mud.
There is mud on John's shoes.
John has been walking outside.
The only wet earth around here is at the river bank.
Therefore, John has been walking by the river.

Inductive and deductive reasoning:

Playing detective to establish a factual file of needed recall is one way through the ever present maze of how, why, when, where and who.

I Cc-5 AUDITORY

A series of paragraphs or selections may be read to students, with concluding statements to be completed by them. For example:

> The air was crisp and clear. I was so pre-occupied with the beauty of the day that I didn't see the ice in my path and came down with a bump on the sidewalk.
>
> The season is ______________________________.
>
> The speaker lives in the ______________________.

I Cc-6 AUDITORY

Comprehension
Silently list a group of related words on the board.
Example: dark, cold, wet, damp, drippy,misty,chilly,shiver.

After the words have been pronounced clearly - ask "Why did I choose these words?" "What can you tell me about them?" "What does damp mean?" "Show me how you look when you shiver."

The verbalized definitions are often interesting, humorous or curiously confused. It requires the student to bring forth descriptive words, and the children are using their recall abilities as well.

Next I ask them what comes to mind to which they can make an association. I list these words with the others. After the discussion time and the exchange of ideas, the children write a story correctly using as many of the key words as they can.

I Cc-7 AUDITORY

Comprehension

Cause and effect questions can be employed, such as "What would happen if . . . . .?"

Examples include, "If a faucet handle broke, what would you do?" "What would happen if a dog and a cat were put in a room together?" "If you saw a lady fall, ______ what would you?" "Why?"

I Cc-8 AUDITORY SKILLS

Teacher tells - or reads - a short story (or paragraph) containing an absurdity - (or some other error).

Children tell what it is (and why).

(Encourage "poker faces" until sentence is completed - so as not to "give away" their answer)

AUDITORY SKILLS

II. Expressive

(green sheets)

II-1 **AUDITORY**

EXPRESSION

Questions - Answers

Test comprehension of facts or unit material through the use of panel teams answering questions. (Also useful with development of word skills - phonics)

Divide class into two opposing teams. Teacher directs question at child on Team #1 - if he gives correct answer, his side gets a score. If he can't answer it, any member on his team may try. If no one on Team #1 can answer, then someone on Team #2 is called on.

AUDITORY SKILLS

II. Expressive

a) Syntax

(green sheets)

II A-1 AUDITORY

Teach the child to repeat an uncompleted sentence upon request, e.g., "This is a very nice ---." After this is completed, walk around the room pointing at objects. The child is to say and complete the stimulus sentence with the name of the object. For example, a picture is designated as the object. The child says: "This is a very nice picture."

II A-2 AUDITORY

EXPRESSIVE

For dysnomia - or poor recall of words caused by re-auditorization problems.

Encourage rapid naming of objects or pictures of objects. (May need to say names for child first.)

II A-3 AUDITORY

The teacher orally presents a sentence with an obvious structural or meaningful error, such as, "The book sat down and read the paper." Or, "The boy runded over the hill." The children are to identify and correct the error.

This can be done using inappropriate nouns, adjectives, or verbs.

II A-4 AUDITORY

Sentence completion:

Teach pupil to listen to beginning sentence stimulus and then to complete it by association: "The color of the book is ______." "My name is _______." "After school I will ______." This could be used to build understanding of the function of "word signals" i.e., "My sister and I had planned to go to the movies that night, but _______."

Story completion:
Begin a story and have student finish it logically. Read aloud sentences in which certain words are omitted. Ask students to listen to sentences and then provide words that seem suitable.

II A-5 **AUDITORY**

The child is presented a sentence with a word (or more) missing. (The sentence has not been heard before.) He then supplies the missing word.

For example; "The cat ran up the ---" Any word that completes the sentence meaningfully is acceptable. Use examples that call for plurals (irregular one may also be used) and different tenses.

II A-6 **AUDITORY**

(MOTOR - EXPRESSIVE - WRITING)

To give practice in spelling and sentence building.

One child begins a sentence with any word he chooses. The next child must add the next word. Each child takes a turn adding a new word until a sentence is completed.

II A-7 **AUDITORY**

The child tells a story, suggested by looking at a picture, a subject suggested by the teacher, etc., into a tape recorder.

He listens to his own story attempting to spot any grammatical errors he has made.

II A-8 **AUDITORY**

The teacher says a sentence containing a grammatical error, e.g., "I brang my lunch to school" Or, "I stopped by my friend's house." The child then repeats the sentence correctly:

"I brought my lunch to school."

"I stopped at my friend's house."

II A-9 **AUDITORY**

A story containing grammatical errors is read aloud by the teacher. The child calls out, "Stop" each time he hears an error.

The first student to do this explains what is wrong and earns a point. The teacher continues reading.

II A-10 **AUDITORY**

The child needs to review and learn the correct way to:

a. form irregular plurals (as in words like "geese" "deer" - "wives" - "boxes".

b. use comparative and superlative forms of adjectives, e.g. "good," "better," "best" "big" "bigger," "biggest," and past perfect tenses, e.g. "sing," "sang," "sung," "walk," "walked."

II A-11 **AUDITORY**

Discrimination

Teacher speaks a sentence.

e. g. "Tom feel unhappy."

Children find and tell kind of error. Have them respond with approriate sentence.

II A-12 **AUDITORY**

SYNTAX -

To teach syntax to a child with receptive language problems:
present picture of - a dog eating
teacher says: "The dog is eating his dinner."

Then, present picture of - a dog by an empty bowl.
teacher says: "The dog ate his dinner."

II A-13 **AUDITORY**

Sequencing
The teacher can create sentences at a suitable level which are presented on a tape in a scrambled order. E.g. The cow is black and white. Cow the black is white and

Preferably, the student will need to hear the sentence only once. However, this technique is open to a variety of modifications.

II A-14 **AUDITORY**

Memory Primary

WORD BY WORD STORIES

The children sit in a circle. The teacher or a child starts off with a word, such as "Oscar". The next child adds another, repeating the first, as "Oscar was."

Each child adds a new word until a complete sentence is given. The game can be continued along this theme until a complete story about the initial word is given.

II A-15 **AUDITORY**

Identifying inappropriate words PRIMARY

1. John has green hair.
2. Mary is a boy.
3. The cat barks.
4. Fish walk.
5. Many others you can use to suit your own group of children. Encourage them to use complete sentences.

II A-16 **AUDITORY**

Comprehension Primary

Identifying nonsense words or elements. Tell me what word is silly or what word should be changed in the following sentences. Explain.

1. I drink water out of a table.
2. I walk on the ceiling.
3. I turned off the TV so we could watch cartoons.
4. I like to jump my bicycle to school.
5. Close your book to page 23.
6. Put your shoes on your hands.
7. Go to the closet and get your coat.

II A-17 **AUDITORY**
Memory
Teach the child an uncompleted sentence such as "This is a very nice . . ." After the memorization process is completed, walk around the room pointing at objects. The child says and completes the stimulus sentence. For example if a plant were designated as the stimulus object, the child would respond, "This is a very nice plant." Each word is repeated in the proper order.

AUDITORY SKILLS

II. Expressive

b) Productivity

(green sheets)

II B-1 AUDITORY

Dictate the word eat then ask them to add H to the beginning of the word. (heat) Ask them to add W to the first space to the left of heat, and the third word is wheat.

Eventually the children can structure an imposing number of words by auditory stimuli only and by reversing the technique find little words in big words by building big words with little words.

ill	ear	ace	ice	ate	ore	rap	in
pill	hear	race	lice	late	core	trap	pin
spill	shear	trace	slice	plate	score	strap	spin

each	ray
reach	pray
preach	spray

II B-2 AUDITORY

EXPRESSIVE Productivity

for dysnomia - or poor recall of words caused be reauditorization problems.

Clues for recall:

1. Usage - "I write with a ________."
2. Word associations: "salt and pepper" "young or old", "sweet and sour", bitter, salt."
3. Words in series or categories as clothing; (to - to bottom) hat, shirt, pants, etc, days of the week, utensils (left to right) napkin, for, plant, knife, spoon.
4. Visual clues: picture and word, then gradually erase letters of word until only intial consonant remains.

(Can use same process on a worksheet)

II B-3 AUDITORY

COMPREHENSION (K-3)

One child is chosen to be "it". He thinks of an object in the room (such as a ball) without letting anyone else know what he chose. He describes it.

Variation: This may be done through the use of pictures rather than objects.

II B-4

AUDITORY

Build sentences by having each student in a circle add one or two words. One goal might be to create a run-on sentence that tells a complete story. Another version would be to limit the number of conjunctions in each sentence and to charge one point against each student who ends a sentence.

II B-5

AUDITORY

GRAB BAG: Have the student describe the object he pulls out of a grab bag.

Adjectives: Take an object (as a ball) and encourage child to fully describe what it is and isn't.

Example: "The ball is round."
"The ball is not flat."
"The ball is not square."
"The ball is red."
"The ball is not blunt." etc.
For any age or ability level - depends upon object shown.

II B-6

AUDITORY

The teacher may start an oral sentence using the two main words, noun and verb. For example, "The boy walked." Then by questioning, she should encourage productivity and correct sentence formation.

"What kind of boy?" The sentence is then repeated with the adjective added. "The fat boy walked."

"Where did the fat boy walk?" "When did the fat boy walk to the store?" etc.

II B-7

AUDITORY

Use conversational leads to simulate general conversation. Tape this and play back. Encourage and reward extended comments and vocal association to ideas.

"If you could fly to planet Mars, what would you expect (or like) to find there?" "If you could change anything in the world, what would you change and how would you change it?"

II B-8 **AUDITORY**

After the child has been taught a new concept he should be encouraged to verbalize this and then to write what he has said. In this way it is hoped to increase his oral and written expression.

II B-9 **AUDITORY**

Play a piano selection or a recording and have the pupils describe how the music makes them feel.

Variation: Have children draw what they feel as they listen to the music.

II B-10 **AUDITORY**

The Language Master can be used showing a picture of some action. The child should tell what is happening in the picture, and by asking him certain key questions (where, when, why, what, how) his oral explanation should increase.

II B-11 **AUDITORY**

Have the child cut out cartoon figures from a strip and paste them in whatever order they choose on heavy paper.

Then let the children supply their own dialog to go along with the picture sequence.

II B-12 **AUDITORY**

The tutor asks the children how many ways they can use an object or thing, such as "How many ways can you use a tire? - - or a mirror?"

The children explore all areas of possibility.

II B-13 **AUDITORY**

The teacher asks questions relative to the social and educational experience of the child, such as asking the child to name reasons why they should obey adults, or why railroads are needed in the United States, and so on.

II B-14 **AUDITORY**

While observing a catalog or group of pictures, the children are asked,"If you were a fireman, what would you do with this?"

The children are to list all the possible uses a fireman (or other vocation) would make of the object.

II B-15 **AUDITORY**

A child is to think of a series of commissions for the teacher or other classmates to follow. The child, for example, may instruct the classmates to touch the doorknob with his left hand, sit down in the biggest chair, and hop three times on his right foot.

II B-16 **AUDITORY**

The teacher encourages the children to participate in general, but directed conversation. The children for example, may describe their vacation, various holidays, gifts,etc.

II B-17 **AUDITORY**

Listening
Child verbally describes an object as an activity -
Other children try to guess what it is.
(Can be used with "teams" of children.)

II B-18 **AUDITORY**

Three words are presented to the child to be used in a story.

The child must somehow relate the three words into the fabric of a story.

Cow, tractor, and barn, for example, could be used in a farm story.

II B-19 **AUDITORY**

TONGUE TWISTERS

Ham in a can can jam a pan.
Bill will fill the hill with dill.

Five fine funny fish found four fat frogs for friends.

Write, we know, is written right when we see it written write. But when we see it written wright, we know it is not written right.

A tutor who tooted the flute tried to tutor two tooters to toot.

Betty Batter's bitter butter's not bettering her batter.

The skunk stunk on a stump.
The skunk said the stump stunk.
And the stump said the skunk stunk.

How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
The woodchuck would chuck
As much wood as he could chuck
If a woodchuck could chuck wood.

II B-20 **AUDITORY**

Conduct a "Style Show" in which pupils describe what others in class are wearing.

II B-21 **AUDITORY**

Expressive Productivity

Conduct a "Style Show" in which pupils describe what others in class are wearing.

II B-22 **AUDITORY**

Tell a brief story (one paragraph or so) and have child retell it in his own words, or answer questions about it. Visual clues such as pictures or key words used in the story can be given to aid in his retention.

Read aloud poem or part of funny story. Write on board, "Who, What, Where, When, Why, How?" Present questions one at a time and discuss. After listening to a story or poem, have students suggest a title.

II B-23 AUDITORY

The child is asked to define a word, place it in some category, and discuss its varied uses and significance for man. A cow, for example, is a farm animal that gives milk, cream, and so on, and is an important food for man.

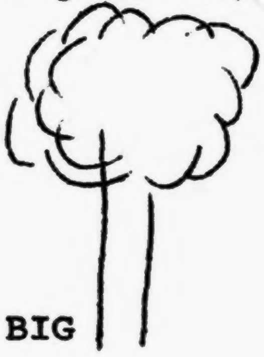
II B-24 AUDITORY

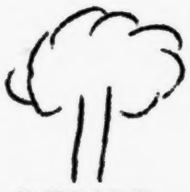
Select something in room. Teacher says, "I see something blue." Children try to guess what it is.

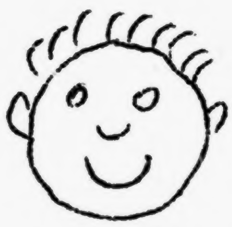
something large
something soft
something made of wood
something high or low
something colored

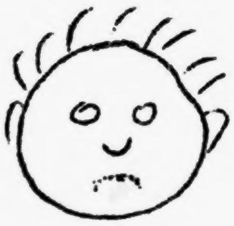
II B-25 AUDITORY

ADJECTIVES
When teaching adjectives to a child with receptive language problems, begin with opposite terms and use the same object and/or picture - as:


BIG


LITTLE


HAPPY


SAD

II B-26 AUDITORY

Comprehension — Primary

GUESSING-RHYMING GAME

The teacher says, "We are going to play a new guessing game today. This little boy is Bill."

The teacher points to a picture or to a child whose name is Bill. "He lives on a big, high ______. Who can tell where Bill lives? It is a word that sounds like Bill. Yes, it is hill. Bill likes to sit on the window ______. Yes, sill. Who can give me another word that sounds like Bill and sill?"

II B-27 **AUDITORY**

EXPRESSIVE **PRIMARY**

Child may describe an on-going activity such as an action performed by another child.

II B-28 **AUDITORY**

EXPRESSIVE Book Review

"SELLING A BOOK"

Encourage each pupil to bring in books he likes. Stimulate interest by advertising. He might set up a display table showing objects told about in his books and make posters to illustrate them.

II B-29 **AUDITORY**

Supplying Endings to stories PRIMARY

The teacher reads three or four lines of a story unknown to the children, who then supply endings. These stories may be original or may actually be stories that the teacher will read at a later time. For example, the teacher reads, "Nicky was a very sleepy little bear. He usually fell asleep while the other little bears were all having fun. One day, Nicky fell fast asleep under a large oak tree. Suddenly he awoke with a start. Close by stood - - - ."

II B-30 **AUDITORY**

Oral Expression **Productivity**

Problem - solving sessions are helpful.

"If you couldn't find a toy in your toy box, how would you go about finding it?"

This forces the child to anticipate problems that could arise.

II B-31 **AUDITORY**

Oral Expression (Productivity)

A child may teach a skill or concept to the other members of the class.

For example, have him verbally describe how to cut out and color geometric forms.

II B-32 **AUDITORY**

Memory

A story is read to the children. They answer questions regarding the content or reproduce the story in their own words. Giving the children cues about what to remember and expect often aids retention.

Initially, simple reproduction of the general plot of the story is sufficient, but gradually the recall of specific facts should be encouraged.

II B-33 **AUDITORY**

Oral Expression (Productivity)

This refers to the generation and vocal expression of ideas.

The child describes an object and then creates and tells a story about it.

II B-34 **AUDITORY**

Comprehension

This refers to the manipulation or transference of ideas received through the auditory channel.

Categorizing or classifying objects. "Name all the birds (cars, farm animals, household items,etc.) you can think of."

Then reverse this process by asking of what category three similar items are a part: for example -

plow pitch fork tractor

II B-35 **ORAL EXPRESSION**

Which Picture?

To provide experience in giving oral descriptions.

Several large pictures (similar in content) are displayed on the chalkboard. A child describes one of the pictures to the group. The group tries to guess which picture the child is describing.

Use: 1 - pictures drawn by the children
2 - pictures related to a unit of work, holidays, or important events.
3 - use pictures that are relatively easy to describe seasonal pictures, animal pictures.

II B-36 **ORAL OR WRITTEN EXPRESSION**

Story Starters (2-4)

To motivate creative expression.

A number of 3x5 cards on each of which is written an unfinished sentence suitable for the beginning of a story.
Ex: Tom went to answer the doorbell and was surprised to see . . . . .

Each child draws a card and uses the unfinished sentence as a story starter. The stories may be informational (based on science or social studies unit) or imaginative.

II B-37 **ON-THE-SPOT CREATING**

To develop the ability for organized thinking and articulation in the development of an original story.

Words are written on small cards. Each child is given 3 or 4 words which he is to incorporate into a story.

To make it a game he should be encouraged to use the words so they will be unnoticeable to another child. Then the other child can try to guess the key words.

II B-38 **AUDITORY SKILLS**

Activity to reinforce sound-word association.

Use a play telephone and have the children talk into the telephone saying words which begin with a particular sound of "T".

VISUAL SKILLS

I. RECEPTIVE
  A. Perception
    (pink sheets)

I A-1 **VISUAL**

Use pictures from magazines and have the children list everything observed in the picture.

I A-2 **VISUAL**

The child observes a picture while the teacher is reading a story that relates to the picture. The child must note objects that are in the story but missing from the picture, or note extraneous objects or characters in the picture but not in the story.

I A-3 **VISUAL**

Make a bingo-like game with matching small geometric shapes but out of cardboard with figures on individual cards as one child does the showing.

I A-4 **VISUAL**

Continental Press worksheets on Visual Discrimination.

I A-5 **VISUAL**

Have student sort objects according to size, shape, color, etc.

(Variation would involve having child describe objects and how they are alike or different - this would involve auditory expression.)

On a worksheet students could note likenesses and differences according to above concepts and this could also be used to check position in space (rotation); substitutions, i.e., sam - saw.

I A-6 **VISUAL**

Have checkered patterns 4 - three identical and one slightly different - have students mark the one that is different and point out difference.

Could use dominoes, nails, blocks, etc., in individual setting.

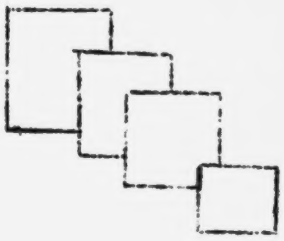
I A-7 VISUAL

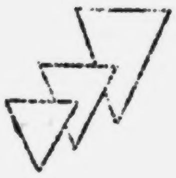
Conduct a "Style Show" in which pupils describe what others in class are wearing.

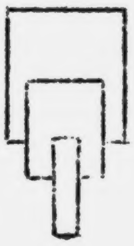
I A-8 VISUAL

Use dittoed sheets with objects and have students indicate which object of a group is nearest (farthest away)

i.e.







This could be done for largest, smallest, etc.

I A-9 VISUAL

Have a box with many pairs of matching plyboard (or cardboard geometric figures. Include designs that are almost identical. Time the child to see how quickly he can pair the designs. This activity has the "feeling" component to it.

As a follow up, draw identical geometric designs on 3 x 5 filing cards. Have the child match identically matching cards.

To add an element of difficulty to these two, include at a later stage "renegade" designs which have no matching partner.

I A-10 VISUAL

HUNT THE KEY

Equipment - key or marble.

One player will act as the hunter who is inside the circle. The hunter covers his eyes while the players in the circle start the object around the circle. When the circle players call "Ready" - all players in the circle act as if they are passing the object from one to the other. The hunter watches to see if he can locate the passing object. If the hunter thinks a player has the object, he calls his name, the player must open his hand. If he has the object, he will become the hunter. If not, the original hunter must continue.

I A-11

VISUAL

Perception

1. Frostig sheets (Areas II, III, IV and V).

I A-12

VISUAL

Eye-Motor (fine)

Peg Board Designs (Use 2 peg boards)

On one teacher places a simple design - as a square or a diamond -

Then, ask child to copy the design on his pegboard.

Gradually increase the complexity of the design.

At an advanced level - child could copy a design on his pegboard, using a design on paper as his stimulus.

I A-13

VISUAL

Discrimination (Form Constancy)

1. Show children 3 D shapes and have children match them to pictures.
2. Perform reverse procedure - Show children the picture and have them match to the object.

Begin with simple geometric shapes and gradually increase complexity (as to recognition of table, bridge, house, etc.)

I A-14

VISUAL

Discrimination (Form Constancy)

After children can easily recognize 3 D objects, use work-sheets.

Ex.:
1. Matching simple geometric shapes - then
2. Matching more complex geometric shapes
3. Matching simple animal shapes (as - cow, dog, rabbit) - then
4. Matching more complex animal shapes (as cocker, dashshund, collie)

ETC.

I A-15 **VISUAL**

Discrimination (Figure - Ground)

Home activity -

ask? - as - "Do you see the bird in the tree?"

Have child sort items - as silverware, nuts and bolts, sorting socks.

I A-16 **VISUAL**

Discrimination (Form Constancy)

Give child a familiar object as a ball. Then place other balls of various sizes around room.

Child is to identify balls that are the same size as his ball.

Have child identify other similar shapes in the classroom such as rectangles and circles.

I A-17 **VISUAL**

Discrimination (Figure Ground)

Ask children to discriminate various objects in classroom - as round things, red things or wooden things.

Gradually, choose items that are less and less conspicuous.

I A-18 **VISUAL**

Discrimination (Figure - Ground)

Give children boxes containing a large variety of objects-

Request them to find a particular object from the collection.

(Gradually increase the complexity of the task.)

I A-19 VISUAL

Discrimination (Figure - Ground)

Have children sort objects - ex.: wooden circles, squares, spheres, etc.

(Categories can be based on form, size and/or color.

I A-20 VISUAL

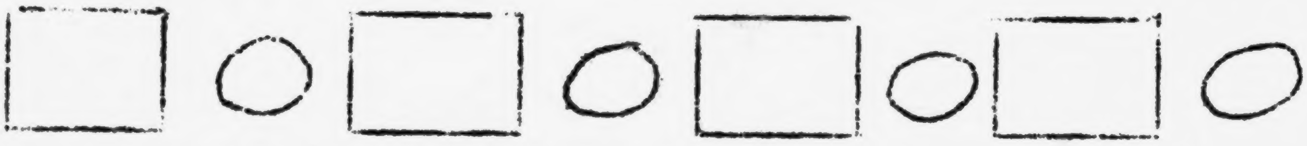
Perception

Cut construction paper of different colors into squares, triangles, circles and oblongs. Paste small strips of felt to the backs of the strips. The child may then use the flannel board to group the shapes according to color, size, or form.

I A-21 VISUAL

Motor Matching (fine)

Give children pieces of paper with shapes - as below - drawn on them:



Then give children individual cardboard shapes that they can match.

Later, combine same activity with pasting.

I A-22 VISUAL

Discrimination

Scatter green toothpicks on grass. Have children find them.

I A-23 VISUAL

Try placing a simple design on the chalkboard - for example, two interlocked circles below an oval with a box inside of it. Use different colored chalks.

Have the youngsters copy exactly what you have drawn.

Check their copies for gross and fine errors.

I A-24 VISUAL

PERCEPTION

PUZZLES

Cut simple pictures from magazines and paste on tag board. Then cut into several irregular shapes.

(If severe problem, begin with pictures out into only two pieces. Then, gradually increase.)

Then child put picture together.

I A-25 VISUAL

RECEPTIVE - COMPREHENSION

Eye - Motor

PUZZLES

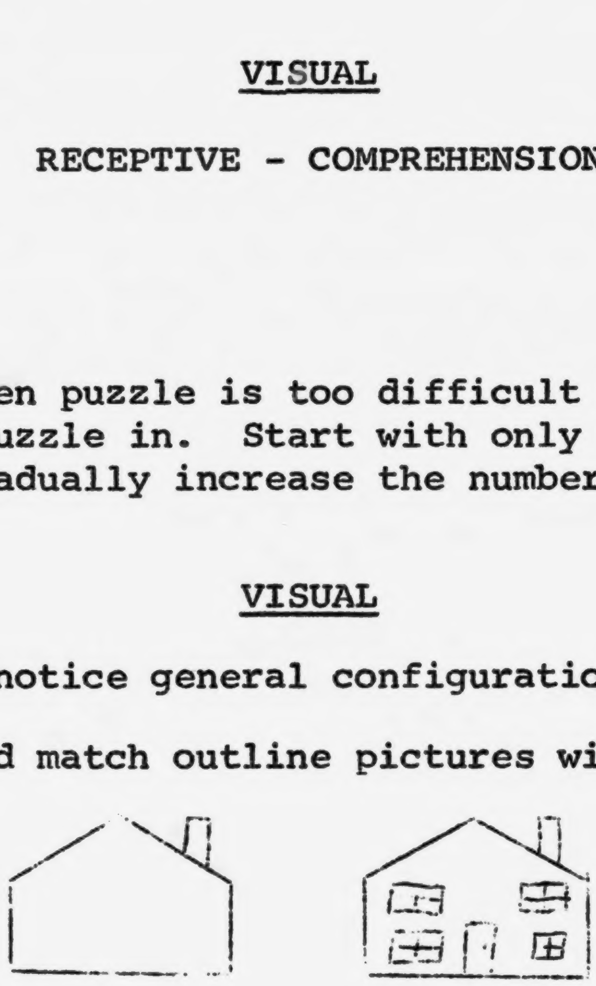
If inlaid wooden puzzle is too difficult for a child, tape parts of the puzzle in. Start with only two pieces missing and gradually increase the number of missing parts.

I A-26 VISUAL

To help child notice general configuration -

Have child match outline pictures with complete pictures.

ex.:



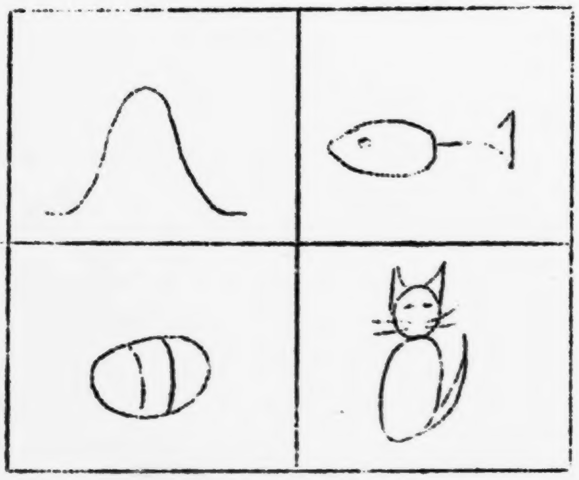
I A-27 AUDITORY-VISUAL ASSOCIATION

A-V Integration

Initial approach to rhyming:

Say a poem and ask children to mark appropriate rhyming picture.

> "Jack and Jill went up the ______."



I A-28 VISUAL

(Social Studies)

Assign each child a state (U.S.). They are to go to the map when their state is called and point it out - also say the state Capitol - point it out - then change every few days. Reinforce with U.S. puzzle.

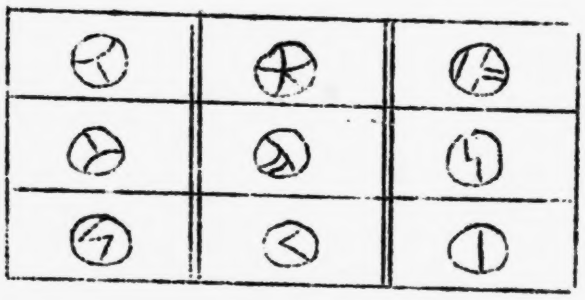
Can also be used with countries, counties, etc.

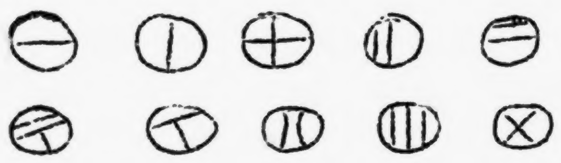
I A-29 VISUAL

Training in Visual Discrimination

On tagboard, outline 9 circles, 3 each of red, green and blue. From construction paper, cut 9 circles to correspond in size and color to the outlines. Cut each circle into 2 irregular parts. Child matches parts and colors and lays the matching balls within the circles on the tagboard.

Using a milk bottle cap, the teacher draws five or six simply designed circles on tagboard. Child uses milk bottle cap to copy these circles on manila paper. Child may cut out his circles and put them in matching position under the teacher's copy. More difficult designs may be used in future lessons.



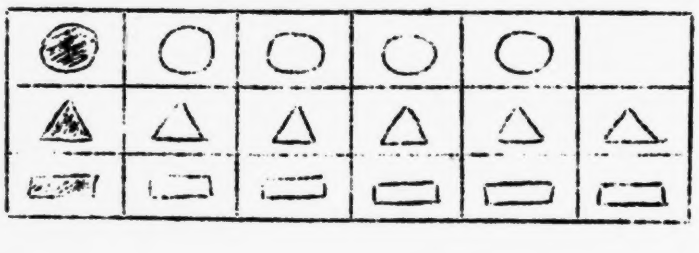


I A-30 VISUAL

Matching Forms

Children place tagboard figures in the proper line to match those shown on the left of the card which the teacher prepares.

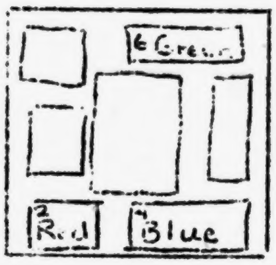
Figures may be of various colors.



I A-31 VISUAL

Color Matching

Paste a small colored picture in the center of a sheet of 9 x 9 manila document. Divide the remaining space into rectangles of different sizes, outlining each rectangle in a different color. Have the child select and place on the matching colored rectangle colored beads, pegs or sticks. A more difficult variation is to add a number symbol to each rectangle and to ask the child to match colors and to limit the number of objects in each space to correspond to the number symbol.



I A-32 VISUAL

Color Matching

For IC's the teacher may provide for color matching by mounting an attractive colorful picture on a sheet of 9 x 9 manila document. Have the child select colored beads, pegs, or sticks from a box to match the folors in the picture and place the objects on the same color.

I A-33 VISUAL

Perception

Pictures with forms such as witches or squirrels hidden in the content are found in some children's magazines. The child identifies these hidden forms.

I A-34 VISUAL

Perception - Picture Completion - (Dot to Dot)

The child completes forms or designs by noting discrepancies between the model and its nearly identical but incomplete form.

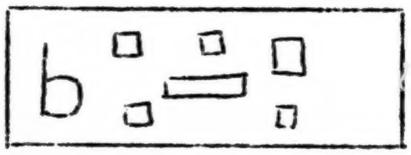
This can progress from gross to subtle differences. A similar activity requires the child to connect a set of dots or numbers. He must identify the form, if possible, before it is completed. Forms can be numbers, letters, or pictures.

I A-35 VISUAL SKILLS

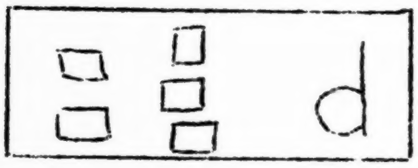
Visual Discrimination

To remediate b-d reversal

On a sheet of construction paper, paste or draw a "b". Cut out and paste pictures from magazines that begin with "b". Paste these beside the round part of the "b".



Do likewise for the "d".

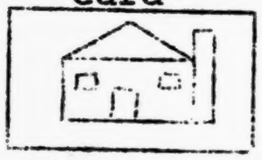


I A-36 VISUAL

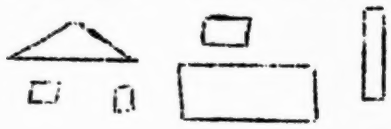
GEOMETRIC SHAPES - Perception

Have various index cards (the large size) made out with drawings, using easy geometric shapes. Have the same shapes cut in flannel. Give the child a card with the drawn picture on it. Then he must choose the flannel shapes to match those on the index card and place them on the flannel board to make the same "picture" as on the index card.

card



pieces of flannel



I A-37 VISUAL

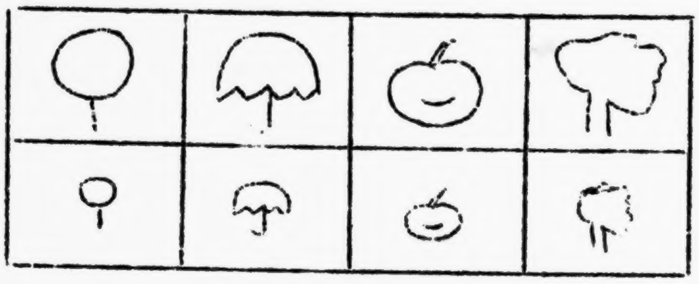
Describe picture - Categorization

The child is asked how two similar pictured objects (i.e. car and truck) are alike or different. He may respond vocally or by pointing to some similar features such as the tires, windows, doors, and engine. A modification of this exercise is possible when four pictures are presented to the child. He is to identify the picture that is not related to the other three and explain his choice (i.e. car, truck, bus, and snake). The child should identify the snake as being inappropriate because the others are used for transportation.

I A-38 **VISUAL**

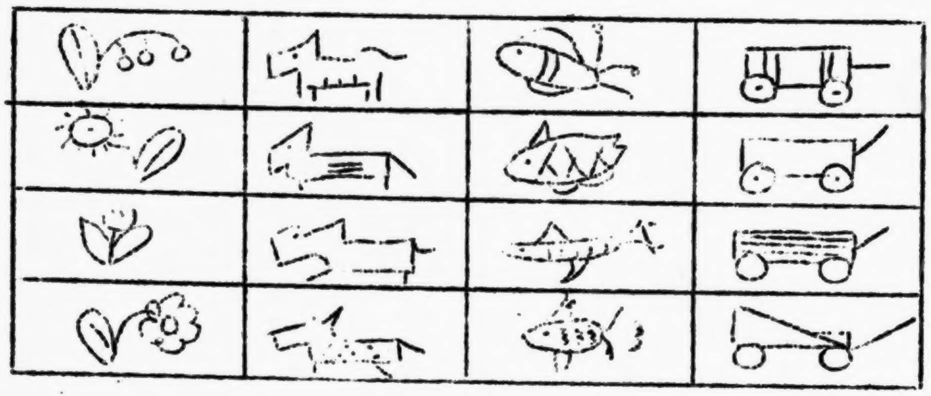
Size Discrimination

The teacher may draw four large simple pictures on the blackboard. Children fold 9 x 12 manila paper in 8 parts. In top row, child makes a BIG copy of each picture. In bottom row, he makes a LITTLE copy of the same picture. The words "big" and "little" may be added to each picture.



DIFFERENT

Fold paper in 16 rectangles. In top row, the child draws pictures of 4 objects previously decided upon by the class. In the 3 rectangles under each picture, he draws the same object, but makes it different in color or design.



I A-39 **VISUAL**

PRIMARY

Memory

I See A Color

This game is a sort of visual treasure hunt. One child looks around the area and selects some objects in sight. He says, "I See something blue" or whatever. The others take turns trying to guess it. The first to guess correctly chooses the next object to be guessed.

I A-40

VISUAL

Discrimination

Have the child find a pattern or series of letters on a printed page on which many confusing similar pattersn or series are presented.

This can be timed. Ex.: -

	man	
mun	mem	men
nam	nem	man
moc	can	man

VISUAL SKILLS

I. RECEPTIVE

B. Memory

a) Recall

(pink sheets)

I B-a-1 VISUAL

Cut a picture from a magazine, particularly one with one color. Expose it, then remove it. See how many things the child can recall at the verbal level. If this at first proves difficult, allow the child to verbalize as he studies the picture, then remove it and test his recall.

I B-a-2 VISUAL

Expose a completed picture to the child for a short time.

Then give a part of a picture and ask him to complete it.

Start with simple line pictures and gradually increase to more complex and color pictures.

I B-a-3 VISUAL

Work on visual memory using lists of sight words that appear in his reading. Work with only a few words at a time. Have the child trace these words and write them on the board.

Rapidly flash these words using the tachatron or separate cards.

I B-a-4 VISUAL

Have someone from another class come in the room to deliver a message. After he has left, the class is asked questions about what he was wearing, how tall he was, what he did, etc.

Such activities can be enlarged into games of "detective" to determine who was the best observer.

I B-a-5 VISUAL

Prepare a tray with several different items on it. Pass it around the room then put it away. Have the children list everything they can remember which was on the tray or give a true and false test involving size, shape, color, texture, etc.

I B-a-6 **VISUAL**

Prepare on a large poster a geometric design. Expose it to the class for approximately twenty-five seconds. Remove it and have the children recall it as accurately as they can on paper.

As the children are able, progress to more complicated patterns.

I B-a-7 **VISUAL**

When a bulletin board has been changed, ask the children to draw it as it was prior to the new display.

I B-a-8 **VISUAL**

Make a large poster with a variety of simple pictures on it.

Display it for a limited time. Have children list what they remember.

I B-a-9 **VISUAL**

Use a flannel board and a stack of cards with paired identical pictures on them. The backs of the cards should be the same for the entire set. Either the entire class or a small group can participate.

After you have first shown the children what is on the fronts of the cards, place all of the cards face down in rows on the flannel board so that only the backs are exposed. The children then take turns in attempting to guess what two pictures match up. The child must indicate two cards which he believes to have the same picture on the reverse side. When the child correctly pairs two cards, he wins them. The game continues until all pairs are removed.

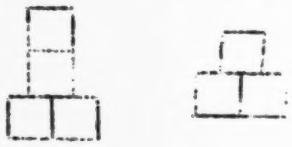
I B-a-10 VISUAL

1. Give students dittoed sheet of objects to see for specific number of seconds. Then have them turn over and write what they remember seeing.

2. Give students first sheet, then a second sheet after returning first. Have them indicate what has been left off second sheet or what has been added on second sheet.

I B-a-11 VISUAL

The teacher makes a pattern with blocks of different colors, e.g.



The child should be allowed to visually study this for ten seconds and then the teacher opens a file folder and stands it up so that it will keep the block design from the child's view. Using the same number and colors of blocks, the child should be given about 30 seconds (or more if the design is more complex) to duplicate the teacher's exact block design (both the block's color and position should be considered). The child should then compare his design to the teacher's and determine whether or not he should score points for his design. Three points can be given if the complete design is correct. Only 1 point is earned if the blocks are all positioned correctly but one error involving color was made.

I B-a-12 VISUAL

Expose two or three different items and then obtain a measure of recall.

Example: A card with geometric design, another with patches of material pasted on it and a picture from a magazine and then have the child draw only what was on one of the cards - or all three.

A variation of this is to use two or three short phrases. At the beginning stages, the phrases may be read as they are exposed. Later expose them in silence. Then ask the child to write them or find them on a ditto after you've finished the series.

I B-a-13 **VISUAL**

What things did you see this morning?

What things did you see that were moving?

Etc.

I B-a-14 **VISUAL**

Memory - Recall

Put 4 or 5 things on a tray:

Remove one and ask what is missing.

I B-a-15 **VISUAL**

Rapidly flash familiar word phrases to improve rate of perception as well as visual memory.

I B-a-16 **VISUAL**

A list of sight words which are used in the child's reading material can be presented on individual cards. These should be worked with until there is instant recall. Any oral mnemonic devices available to aid with the visual memory problem should be given.

I B-a-17 **VISUAL**

The filmstrip projector with the Speed-O-Scope attachment is available with filmstrips on Reading Word Groups and Intermediate Graded Word Phrases.

I B-a-18 **VISUAL**

The child can be shown a short list of words he is familiar with. This will be removed and he will then be asked to fill in missing letters of these words when presented on another sheet.

I B-a-19 **VISUAL**

The child is presented with the open page of a picture dictionary or a catalogue for a moment's observation. The pictures are removed and the child is to recall them.

I B-a-20 **VISUAL**

Sight words should be drilled with, giving any oral mnemonic devices to aid with the visual memory problem.

Have the child spell these words orally and then write them.

I B-a-21 **VISUAL**

Have a checkered pattern or design which student sees for a specific number of seconds.

Remove the pattern or design and show another having student indicate if the second is the same or different from the first.

More advanced task - have student draw design after he sees it a certain number of seconds.

I B-a-22 **VISUAL**

Eye - Motor - Fine

Draw pictures, geometric designs, etc., and leave something out.

Have the child complete it.

I B-a-23 **VISUAL**

Memory

This refers to the ability to remember stimuli presented visually.

The child is shown a picture or series of pictures depicting some concept or story. After the picture is removed, the child relates the story or chooses from a card containing many pictures that are relevant to the story.

I B-a-24 VISUAL

Memory

The child looks at a page in a picture dictionary or a catalogue and tries to recall the pictures.

No particular order or sequence of response is emphasized initially.

I B-a-25 VISUAL

Non-verbal

To help child analyze and sythesize non-verbal material -

On worksheet draw half of 3 items on left side of paper and the other halves on right side.

Have child match (and tell what it is)

I B-a-26 VISUAL

Non-Verbal

To help child analyze and synthesize non-verbal material -

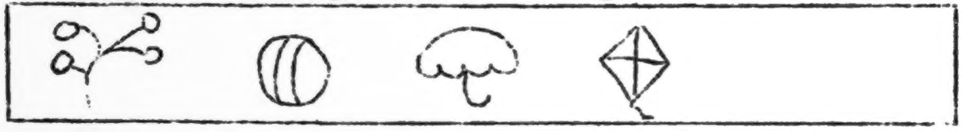
Mount simple pictures on tagboard and cut out -
Cut pictures in half -
Have child match halves -

Gradually move pieces further and further apart.

I B-a-27 VISUAL

PRIMARY MEMORY

Strip of paper or tagboard with pictures on it.



Give children large pieces of paper and crayons.
Flash pictures (30 seconds) then remove.
Ask them to draw all they remember.
Could also be played to give verbal recall of objects or have pupils name object which is not related to others. (Discrimination)

I B-a-28 VISUAL

Auditory-Visual Integration

TAKE A WORD

Use a set of word cards. Players pick up a word off pile. Say word. If player can say the word - he keeps the word card.

Player with the most word cards wins.

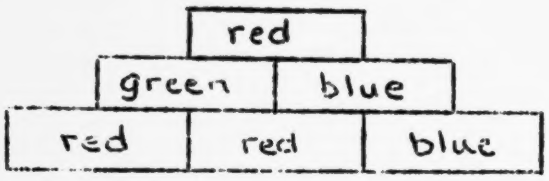
I B-a-29 VISUAL

Perception

Children use colored cubes -

Teacher displays a card depicting a block design: Children copy -

EXAMPLE:



VISUAL SKILLS

I; RECEPTIVE

B. Memory

b) Sequencing

(pink sheets)

I Bb-1 **VISUAL**

Sequencing (Memory)

Cut up comic strips and put in sequence.

I Bb-2 **VISUAL**

For a brief instant hold up a card containing a non-phonetic word such as "aisle", "through", "among", "couple".

Next the child should write this word down on paper. He should then be shown the original card that had been flashed before him which he will compare with his written copy.

I Bb-3 **VISUAL**

Memory Sequencing

Sequencing of color strips in Peabody Language Kit.

Sequencing of blocks - while having stimulus there and then removing it later.

I Bb-4 **VISUAL**

Select 6 words and write one under the other on a large sheet of paper or on the board. Print the letters from the words on 2 x 2½" cards - each letter on a separate card.

A group of 3 or 4 could play the game (according to how many letters in the 6 words). Have the dealer shuffle and deal out the cards with equal number to each player. The left over cards are to be placed face up to become the dummy. The object of the game is to use up all his cards first. Each player in turn lays out his cards in order to build the 6 words. If a player has the 1st letter of one or more words he may play in turn. The dealer plays the dummy cards. If a player does not hold a letter that would be in proper sequence, he must pass his turn. Continue until one player has used all his cards.

I Bb-5

VISUAL

Select a word from the spelling list. Pronounce it. Then the teacher writesjust the 1st letter on the board and then erasesit, after the child has looked at the letter. Have child write the letter. Then teacher writes 1st two letters and again erases it. Have child write 1st two letters, etc. Continue on until the entire word has been written from memory by the child.

For older youngsters the same technique is useful. This time, however, using syllables each time. Also, words from subject matter fields can be used as well as spelling words.

I Bb-6

VISUAL

The tachitron can be used to quickly present words the child knows. Phrases can be then worked with. He should see the grouping, then check what he has seen on a paper on which several similar phrases are presented:

> "it is now - it is how - how it is."

I Bb-7

VISUAL

Flannel Board: Show objects or forms -
Remove them -
Let the children recall the correct order and place them.

A set of cards with individual numbers (1 thru 9) on each card are placed before the child in random order. The teacher writes a series of numbers on the chalkboard and the child must arrange the cards in the order originally presented by memory. Playing cards may also be used for this purpose.

The child is allowed to observe a series of pictures (unrelated) and then must mix them and reorder them correctly. The teacher should have access to large pictured phonics cards for this purpose.

I Bb-8 VISUAL

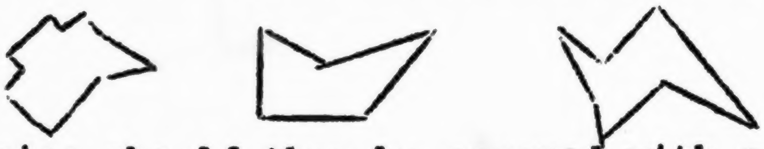
Flash a phrase and have the child repeat it aloud. Be sure they repeat it as a phrase not word by word.

After he can easily and fluently repeat the words in phrase form, flash the phrase and ask him to write what he saw. At first spelling accuracy should not be considered. Encourage him to write whatever he saw, even if it is only one word or even 2 letters in each word in the phrase.

After this exercise is performed to perfection, use the misspelled words in spelling exercises.

I Bb-9 VISUAL

The child should be allowed to view for a brief time a series of cards containing certain geometric shapes or forms to which a word name cannot readily be applied, e.g.



This series should then be covered with a piece of cardboard and he should be required to arrange a duplicate set of cards in the same order as that of the original set. When he is finished he can compare his arrangement to the original series that has been covered by cardboard.

I Bb-10 VISUAL

A large card (chalkboard, bulletin board, flannel board, and so on) with nine (or more) pictures (numbers or letters) space in three rows, is presented to the child. The teacher points out a series and the child responds by pointing out the series in its correct sequence. Verbalizing the stimulus items may aid the memory process.

I Bb-11 VISUAL

Place objects, pictures, (simple) words, letters, or numerals in a series on chalkboard ledge -

(# in series should be increased gradually)

Child looks, then covers face (while teacher hides stimulus). Then child responds:

1. Verbally or
2. Reproduces pattern

I Bb-12 VISUAL

A twenty-inch sheet of narrow poster board with large X's spaced evenly across the face is presented to the child.

The teacher points out a series of X's and the child points the proper sequence back to the teacher.

A twenty-inch piece of narrow paper with the numbers 1, 2, 3, and 4 (or large X's) spaced evenly across the face is presented to the child.

The teacher points out a series of numbers and the child points out the proper sequence back to the teacher.

I Bb-13 VISUAL

Expressive Formulation

Students can be alerted to natural sequences, such as days of the week, months of the year, etc. Directions for playing a game, building something, etc. The alphabet - order of classes for the day, etc.

In a creative writing session, instruct students to first write or list, in order, all the things that are to happen in the story. Following this, the story is written.

A variation of this is to formulate a list of events in an original story and then exchange lists. The children then write a story based on the "story list" which they obtained in the exchange. Comparing the completed story to the intent of the author of the story list is both fun and educational for the children because they can learn that certain types of information would have made the outline more complete.

I Bb-14 VISUAL

Memory

The child observes two or more objects. The objects are rearranged while the child's eyes are closed and he replaces them in the original order. This activity can gradually be expanded to include the removal and successful replacement of more objects. Initially order is not important, but the ultimate goal is to develop the ability to recall sequentially.

I Bb-15 VISUAL

Sequence Pictures into Stories

Story pictures may be drawn on cards. The child arranges the cards according to the context of the story. Initially, the story may be told while the child is observing the pictures in their proper order. Then the cards are mixed for the child to rearrange in order. During the rearrangement, the child can retell the story with the cards as cues.

As he improves in this skill, he can order the card series without hearing the story. The length of the series depends on the ability of the child.

I Bb-16 VISUAL

Memory

The teacher points out a sequence of numbers, letters, forms, or pictures which the child reproduces verbally or by pointing. An auditory cue to aid the child's visual memory span may be added by simultaneous verbalization and pointing. The child responds in a manner most efficient for him, vocally, by pointing, or a combination of the two.

I Bb-17 VISUAL

PRIMARY MEMORY

Place 10 objects in a paper bag. Take them out one at a time, hold them up for a few seconds, and replace them in the bag. Then ask the children to list the objects they saw in the order they saw them.

I Bb-18 VISUAL

PRIMARY - Sequencing

The teacher or a child performs a short series of acts, such as tapping on the desk, lifting a book, and then picking up a piece of chalk. The children are called upon to tell the nature and order of the acts performed.

I Bb-19 **VISUAL**

Sequencing

Students could do this as homework.

> Have him purchase a 10¢ comic book. Student then cuts out pictures and numbers them on back - in proper order.
>
> He scrambles pictures and then tries to re-arrange them in proper order.

I Bb-20 **VISUAL**

TIC-TAC-TOE

Two players. Each player draws a letter. First player says name of the letter. May write it in any square. Continue saying letters and writing them, in squares, until someone has filled all squares with letters.

Count to see who has most words. Words can be read up, down, across or diagonally.

I Bb-21 **VISUAL**

VISUAL MOTOR

Darken the room and play "flashlight tag" - aim your beam on the wall and have the child use his flashlight to "tag" your beam. A variation of this is to have a series of numbered cards, in sequence, on one wall. You call out a number and the beam is to "land" on the number. Call them out of order. You could also use new words from the reading vocabulary for targets.

VISUAL SKILLS

I. Receptive

C. Comprehension

(pink sheets)

I C-1 **VISUAL**

Make a picture dictionary.

I C-2 **VISUAL**

AUDITORY RECALL

Show children a series of animal pictures:

Have children give appropriate animal sounds.

(can expand to other environmental sounds)

I C-3 **VISUAL**

Kangaroo Picnic:

Large cardboard Kangaroo, apron on it with large pockets; a set of picture cards, laid blank side up; the child decides if the pictures he picked up would be taken along on a picnic; if so, he places it in the Kangaroo's pockets.

Variations: room in house; used in cleaning; machines; animals

I C-4 **VISUAL**

(If group activity, place children near teacher.)

Prepositions -

Place a small object in various places around a large object. (ex.: a ball and a large box)

under, in, inside, behind, between, beside, inside of, above, on, in front of, etc.

Ask children to tell:

"The ball is in the box,", etc.

If children are at a low level, begin with a few prep. (as in and on) and gradually increase.

Worksheets can be made with objects in various positions: Child can (1) match or (2) label (a) a word (b) a sentence.

I C-5 **VISUAL**

Many exercises are available offering work in concepts and grouping. The child should be encouraged to find the similarities or differences that arise in any of his reading material.

Continental Press - Thinking Skills

I C-6 **VISUAL**

EXAMPLE

A picture of a boy fishing in a stream in a grassy, wooded area was presented to a seven year old boy and he was asked to tell what he saw in the picture. The teacher listed his responses: a boy, a fishing pole, a fish, a tree.

The boy in the picture was then isolated and the child was guided into extending his list following the words, a boy--head, hair, eye, eyebrow, etc.

Continue with fish, etc.

Then continue list beyond what is actually visible but was definitely known - heart, blood, etc.

I C-7 **VISUAL**

Show an action picture to the child. His understanding of the contents of the picture, the sequence of activities that could have preceded and led up to the pictured activities, and of the events that could logically follow the pictured activities, should be determined by expecting him on different occasions, to respond in each, and a comination of the following ways:

1. Explain his understanding of the picture orally.
2. Explain his understanding of the picture by drawing what must have occurred earlier or what probably will occur next.
3. Explain his understanding of the picture by pantomiming the actions that one pictured character will most likely take next.

(con't)

I C-7 #2 VISUAL

4. Explain his understanding of the picture by dramatizing with words and actions some aspect of it or some episode that he feels will logically occur next.

5. Explain his understanding of the picture by writing either what happened earlier, what will happen later, the feelings being experienced by the characters in the picture and why he thinks they feel that way, what is actually happening at the present time in the picture, etc.

I C-8 VISUAL

Comprehension

Simple four piece puzzles first and then increase in difficulty.

Also, sequencing puzzles.

I C-9 VISUAL

Comprehension

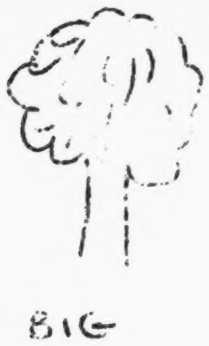
Use 3 dimensional form of object (horse), then picture and then just the word of the object (horse).

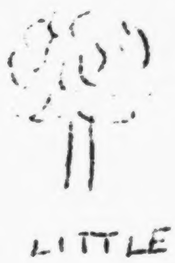
Child should have the concept well in his mind by then.

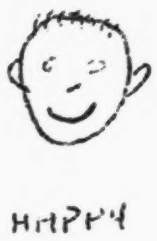
I C-10 VISUAL

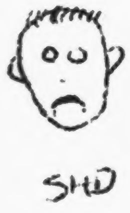
ADJECTIVES

When teaching adjectives to a child with receptive language problems, begin with opposite terms and use the same object and/or picture - as:









I C-11 VISUAL

SYNTAX -

To each syntax to a child with receptive language problems:

present picture of - a dog eating

Teacher says: "The dog is eating his dinner."

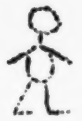
Then, present picture of - a dog by an empty bowl.

Teacher says: "The dog ate his dinner."

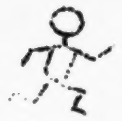
I C-12 VISUAL

Teaching verbs to a child with receptive language problems -

1. say word simultaneously with act
2. use pictures
3. use pictures of verb combined with negative examples - as -



WALKING



NOT WALKING

I C-13 VISUAL

To help child analyze and synthesize non-verbal material -

Have him match -

(a) pictures with detail omitted to pictures of the detail
ex.: clock with hands and without hands.
(b) visa versa

I C-14 VISUAL

(Social Studies)

Assign each child a state (U.S.). They are to go to the map when their state is called and point it out - also say the state Capitol - point it out - then change every few days. Reinforce with U.S. puzzle.

Can also be used with countries, counties, etc.

I C-15 VISUAL

Description of pictures

This refers to the ability of the child to understand or interpret what he sees.

1. Identifying objects in picture dictionaries, catalogues, magazines, etc.

2. Identifying colors, letters, numbers, geometric forms, etc.

I C-16 VISUAL

Comprehension - Pictures

VISUAL CLOSURE is the ability to integrate visually perceived non-meaningful elements of the environment into meaningful wholes.

The child identifies representations of a familiar object. For example, a shadow or silhouette is presented to the child for identification. Areas that are cues for identification are pointed out and discussed.

Gradually the representations are made less distinct and thereby more complicated. Pictures of ink blots or clouds with definite forms can be chosen.

I C-17 VISUAL

Understanding Pictures - Categorization

This refers to the ability to draw relationships between ideas that are presented visually.

Many pictures are presented to the child. He selects the items that fit into a predesignated classification such as farm animals, household items, etc.

I C-18 VISUAL

Comprehension of Pictures

Explaining the significance of action pictures. For example, if the picture shows a farmer milking a cow, the child should discuss what is occurring and why.

I C-19 NON-VERBAL SKILLS

Remediation for social non-verbal deficiencies -

Develop pictorial sequentialization.

ex.: Picture stories
Film strips
Comic strips (for less severe problems)

I C-20 VISUAL

PRIMARY

Comprehension

Paste related items on cardboard, such as table-chair, pillow case - sheet, button-shirt, knife-fork, etc.

Cut in two irregular pieces. Match items that go together. Increase difficulty by later cutting into more pieces.

I C-21 VISUAL

Comprehension

TOPICS SUITABLE FOR ILLUSTRATIONS

Things we wear
Things we use on a rainy day
Things we use in school

My Home

- This is our living room
- This is our kitchen
- This is my bedroom
- This is my playroom
- This is our yard

We Travel in Many Ways

- Bus
- Airplane
- Car
- Boat
- Train
- Streetcar
- Subway
- On foot
- Scooter
- Bicycle

My Family

- My Mother
- My Father
- My sisters and brothers
- Our baby
- Myself

(Cont.)

I C-21 #2 VISUAL

Comprehension

The Playground

- Swings
- Slides
- Teeter-Totter
- Merry-go-round

Our Helpers

- Policeman
- Patrol boy
- Manitor
- Fireman
- Postman
- Milkman
- Doctor
- Dentist
- Engineer

Traffic Lights

- Red says "STOP"
- Yellow says "WAIT"
- Green says "GO"

How animals live

- In barns
- In dog houses
- In nests
- In hen houses
- In birdcages
- In holes in trees
- In water
- Underground

I C-22 VISUAL

Comprehension

1. Cut pictures from magazines and have the children identify the activity that is taking place in the picture.
2. Make animal games from color books and magazine pictures for the child to identify.
3. Food Game: The game is made from pictures - the child tries to identify the food either by meals to use the food or by each food alone.

I C-23 VISUAL

Decoding

Visual decoding is the ability to comprehend pictures and written words.

A picture test can be used by having the child point to pictures indicating that he comprehends or gets the meaning from the pictures.

I C-24 **VISUAL**

Comprehension

Have child sort objects or pictures and categorize them. Then have child tell why certain things go together.

(Desk, table, chair are furniture. Apple, orange, banana are fruits.)

I C-25 **VISUAL**

Comprehension

Give a child a picture to look at. Give instruction as to what to look for:

Find the large tree
Find the dog under the porch
Etc.

I C-26 **VISUAL**

Comprehension

In viewing filmstrip, have child identify objects or actions seen.

I C-27 **VISUAL**

Comprehension

MAKE BELIEVE

Pass out cards to pupils with directions on them. Have pupils take turns pantomiming directions. Group tries to guess directions from pantomime. Pupil reads directions to group after they have guessed.

EXAMPLE: Make believe you are a mechanic. Make motions to show you are lubricating an automobile.

VISUAL

Expressive **Formulation**

Students can be alerted to natural sequences, such as days of the week, months of the year, etc. Directions for playing a game, building something, etc. The alphabet - order of classes for the day, etc.

In a creative writing session, instruct students to first write or list, in order, all the things that are to happen in the story. Following this, the story is written.

A variation of this is to formulate a list of events in an original story and then exchange lists. The children then write a story based on the "story list" which they obtained in the exchange. Comparing the completed story to the intent of the author of the story list is both fun and educational for the children because they can learn that certain types of information would have made the outline more complete.

VISUAL SKILLS

II. EXPRESSIVE

A. Visual Motor

a) Fine Motor Skills

(pink sheets)

II Aa-1 VISUAL

Prepare designs on 5 x 8 cards. Use masking tape to adhere to the surface of the chalkboard. Let the child copy the design or pattern directly underneath. He might wish to try it 2 or 3 times, with or without erasing.

II Aa-2 VISUAL

The child is given a pattern and allowed to copy it in damp sand.

Children also like to do this with finger painting material.

II Aa-3 VISUAL

Fine Motor

Give children dittoed sheets with two or three designs printed on them.

Require that the children duplicate them exactly on the space provided on the same sheet.

II Aa-4 VISUAL

Fine Motor

Use old records with luminescent paint or taped circles for visual pursuit at different speeds in dark rooms.

Cardboard extensions are taped to the record to increase size of circle.

II Aa-5 FINE MOTOR

Students slowly follow line or design on paper.

(or board)

II Aa-6 VISUAL

1. Imitation - Child imitates strokes that begin very simply and become more complex. The teacher makes a stroke and the child imitates the movement.

2. Copying - Child copies over a line that has been made. Also, a child can trace with finger or pencil within a template.

3. Tracing - Child traces over lines and geometric forms through onionskin paper.

4. Copying from criterion figures - Child copies the figure next to, below, or on a separate sheet of paper, with figure in full view while he is doing the copying.

   (a) Child connects dots to form geometric figures, letters or pictures.

   (b) Child is to complete a figure which has a significant part deleted.

5. Copying from memory - Child asked to look at figure for a period of time. Then, after it is removed have child reproduce it from memory.

II Aa-7 VISUAL

Fine Motor CUTTING

1. Teach correct way to hold scissors.

2. Have scissors sharp.

3. Begin exercises with stiff paper (as construction paper).

4. Lines to be cut should be easily seen. (The more immature the child, the darker and wider the lines should be.)

5. Order of exercises:

   a. cut fringe
   b. cut off corners
   c. cut curved lines
   d. cut lines with variety of angles
   e. cut lines combining angles and curves

II Aa-8 **VISUAL**

Ocular Pursuits (Motor - Fine)

Use a pencil with a thumb tack placed into the eraser.

From 18 to 20 inches distance, move the pencil vertically, diagonally, and rotary. Have child follow pencil without moving his head.

Do this with each eye and with both eyes.

II A2-9 **VISUAL**

Motor - Fine

Clay even with sides of cookie sheet.

Have student use stick or pencil and practice letters, numbers, geometric figures, etc.

II Aa-10 **VISUAL**

VISUAL MOTOR

Darken the room and play "flashlight tag" - aim your beam on the wall and have the child use his flashlight to "tag" your beam. A variation of this is to have a series of numbered cards, in sequence, on one wall. You call out a number and the beam is to "land" on the number. Call them out of order. You could also use new words from the reading vocabulary for targets.

II Aa-11 **VISUAL**

Visual Motor

Sewing and weaving boards can be easily made or inexpensively purchased.

Designing their own boards and pictures is an activity children like.

II Aa-12 **VISUAL**

Visual Motor

Girls might enjoy contests in necklace making by having a pattern placed before them with strings and a box of stringing beads.

Whoever can duplicate the original pattern the quickest is the winner.

II Aa-13 **VISUAL**

Visual Motor

Coloring books or dittoed simple pictures require the child to fill in those parts within the design area. Do not make them too small if they are dittoed.

The design can be made with a heavy wax crayon, creating a slight ridge on the paper which serves as a guide line which must not be crossed.

II Aa-14 **VISUAL**

Visual Motor

Make a highway for a model car. Have the child try different speeds in manipulating his car to the goal, the object being to stay within the lines.

II Aa-15 **VISUAL**

Visual Motor

Simple mazes gradually going to more difficult ones.

Mazes on chalkboard gives the activity an added dimension aspect.

II Aa-16

VISUAL

Visual Motor

At the chalkboard draw a small dot, at a comfortable height for the child. Have him start drawing a continuour, evenly spaced, circle.

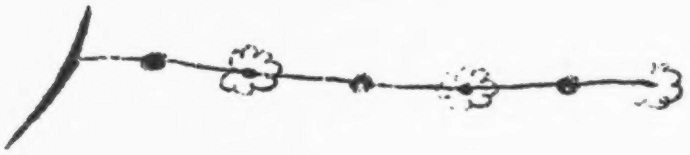
If the child becomes proficient have him try two (one with the left hand and one with the right hand simultanecusly).

II Aa-17

VISUAL SKILLS

Visual Motor

Give each child a large darning needle and some yarn. Have him thread the needle and tie a large knot at one end of the yarn. Make sure he has a small pile of cranberries in front of him. Perhaps he would benefit from having made some balls of foil from any kind of aluminum foil.



foil rolled by child

II Aa-18

VISUAL MOTOR

Once a child has learned how to form basic patterns - he might practice by tracing.

Have him trace on copy paper placed over well-designed master design -

(1) Be certain that master design is "dark enough" (use heavy, black ink)

(2) Tape, or clip, copy paper to master sheet.

II Aa-19 VISUAL MOTOR

To instruct a child who has difficulty copying.

Start with large shapes.

(ex. - begin with writing on blackboard and proceed, eventually, to writing on lined paper)

(1) Begin with visual learning of simple shapes (as a line or a circle)

(2) Then proceed with kinesthetic learning, as, the child drawing the circle in the air. (Initially, teacher may have to guide child's hand.)

(3) Last - have child combine #1 and #2, as, child looking while he draws a circle.

(watch for correct sequence of movements.)

II Aa-20 VISUAL MOTOR

Once a child has learned how to form basic patterns -

He might practice by tracing on folds of paper -

(1) First, tracing with his finger

(2) Then, tracing with a pencil.

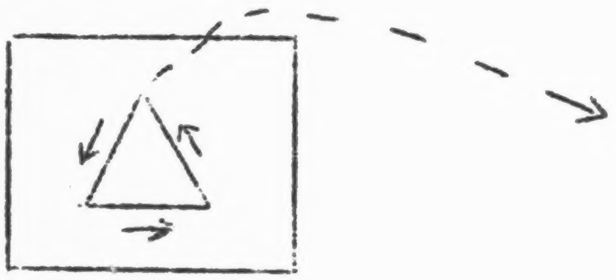
II Aa-21 VISUAL MOTOR

Once a child has learned how to form basic patterns -

He might practice with stencils (made of heavy material).

Also, give directional clues -

as -

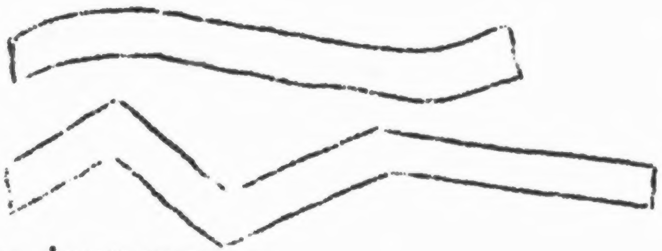


color clue
for starting place

II Aa-22 **VISUAL**

Once a child has learned how to form basic patterns -

He might draw (or "travel") within "roads".



Gradually increase -

(1) "narrowness of road"

(2) "complexity of road"

II Aa-23 **VISUAL**

Expressive **Visual Motor**

1. Dot to dot games
2. Tracing geometric forms, designs, words

II Aa-24 **VISUAL**

DITTOED MATERIAL **VISUAL MOTOR**

Have large outline pictures of animals, birds, flowers, or a child. These outlines can be traced with the finger, moving from left to right. Go slowly, watch the children and make any corrections necessary. Let them repeat this procedure a few times and try to check each child and be sure he is doing it correctly. These same outlines can be used for coloring later on. Have a discussion about the picture. The teacher should have at least one picture each day.

Before school opens, make a list of materials that you want the children to have in school. Send the list home with the children. Suggest that they be the mailman today and deliver this note to mother.

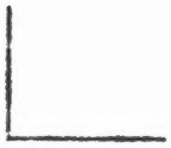
VISUAL SKILLS

II. EXPRESSIVE
  A. Visual Motor
    b) Handwriting
      (pink sheets)

II Ab-1 VISUAL MOTOR

To teach simple geometric shapes and letter forms to a child who has difficulty copying -

One might combine verbal directions with the motor pattern -

as  "Down - across"

II Ab-2 VISUAL MOTOR

To teach simple geometric shapes and letter forms to a child who has difficulty copying -

Use wet sand, finger paint and/or stencils.

> (This gives child kinesthetic approach and an opportunity to view the "finished product".)

AUDITORY-VISUAL ASSOC.

I. RECEPTIVE

A. Reading

(yellow sheets)

I A-1 AUDITORY-VISUAL ASSOC.

READING ACTIVITIES (RATE)

Word by word readers usually do not like to read for pleasure or even when they are required to do so.

1. Show students that different material can be read faster than other material. Have them prove this to themselves by giving them material graduated in difficulty.
2. Time reading selections and figure rate.
3. Discuss what an efficient rate of reading is (depending on purpose, of course).
4. Practice frequently on easy material and time student each session.

Comprehension questions must be used because, of course, reading faster is simply understanding faster.

See if child improves on easy material. Go into material a little harder than his independent level of reading.

I A-2 AUDITORY-VISUAL ASSOC.

SPARE TIME GRAB BAG

Write a question or assignment. Pupil may "grab" a card when he has spare time.

Examples:
1. To read a certain book and report it.
2. To do number problems.
3. General following directions.

I A-3 AUDITORY-VISUAL ASSOC.

SENTENCE RACES

Form two teams. First player on each team walks to board and writes a word. Each member in turn adds a word to the sentence that first player started. Added letter must begin with last letter of previous word. Team that completes intelligible sentence in which all players have written word wins the game.

ALL LADIES SHOULD DRAW WITH HAPPINESS.

Var. All make sentence where all words begin with same letter. Try to make longest sentence.

BAD BOYS BRING BIG BLACK BUGS.

I A-4 **AUDITORY-VISUAL ASSOC.**

Dictionary Game

A NOISY GAME

Words are pronounced one at a time, by the teacher or a pupil. As the word is given, players look for it in their dictionaries. The first one to find it calls out the number of the page and the number of the column. A point is scored by the first one to find the word and the second player who finds it. The pupil or team having the highest score wins.

I A-5 **AUDITORY-VISUAL ASSOC.**
(AUD. or VIS. Discrim. - Integrated)

Reading

RIDDLES

Use word cards with riddles requiring the changing of word parts.

"My word is boy. Change the first letter and make a word that is something we play with - toy."

a. riddles give clue which require changing vowel

b. use compound words - "Change watch to an animal - watchdog."

I A-6 **AUDITORY-VISUAL ASSOC.**
(Reading)

Comprehension

Personal voc. card file.

Student writes down an unfamiliar word he encounters in his reading. He transfers this to a file card or notebook.

He writes word, syllabication, phonetic spelling, definition and sentence word was in.

He can refer to this card system periodically to master these words.

I A-7 AUDITORY-VISUAL ASSOC.

Use the children's names to find unusual phonetic areas- names containing diagraphs: Sharon, Thelma, Charles, Whitney: "outlaws" that try to trick us: Phillip, Sarah, John, Marcia, Cheryl, Thomas: or diphthongs: Joan, Jean, Neil, William, Michael.

Use only the letters in one name or in one word. By interchanging, see how many other words can be found. A set of movable alphabet letter forms is invaluable there. Example: Mother contains: other, the, he, her, moth, hero, more, Rome, tore, etc.

I A-8 AUDITORY-VISUAL ASSOC.

Card file: Reading Activities: Skimming

Newspapers: Many teachers get class sets of newspaper for upper grade children. Various reading skills can be taught through the utilization of the newspaper.

#1 Skimming: This skill must be taught. It is not learned incidentally.

ACTIVITIES: 1. Choose an artcle. Write questions on the chalkboard. Answers should be the factual type whereby the students have to skim for the answer. Dates, names, locations,etc. Progress with this same activity giving the students more difficult tasks.

Example: The first time tell them where the article is and what the title is. The next time just give them the page number. The next time just give them the section it can be found in.

OBJECTIVE: This should teach students that it is not necessary to read every word in some types of reading skills. They are required to do this type of reading when answering questions for a chapter in a test; when writing reports for various subjects.

I A-9 AUDITORY-VISUAL ASSOC.

Reading - Tell me a story

Teacher copies down precise story without editorializing. Child learns to read his own story. Vocabulary is his own so understanding is built in.

Teacher can type out individual story in book form. Child can illustrate it.

I A-10

AUDITORY-VISUAL ASSOC.

Reading Activities: vary rate with purpose.

Purpose: to establish the fact that different things can be read at various rates depending on the reason for reading particular material.

Procedure: Use the newspaper -

1. Have the students choose three articles which they judge to be easy to read, regular difficult, and very difficult to read.
2. Have them answer why it's hard or easy to read.
3. Let them examine their reading skills: did their rate change from article to article?
4. If it did not, why not? Proceed from this point depending on the student's appraisal of himself in this skill.

Do the same type of exercise with textbooks, library books, magazines, etc.

AUDITORY-VISUAL ASSOC.

I. RECEPTIVE

A. Reading

a) Auditory Approach
(yellow sheets)

I Aa-1 AUDITORY-VISUAL ASSOC.

Auditory Approach

Teacher says word - each child holds up individual card with appropriate initial consonant on it.

(Also can use with final consonants, blends, or vowels)

For individual cards: cut 3x5 index cards in half, with magic marker write alphabet letter.

To start, give each child only 3 to 5 cards. (Each child has the same cards!)

IAa-2 AUDITORY-VISUAL ASSOC.

DECODING

Reproduce single pictures with two different sounds by each picture and have child make the sound that picture begins with.

I Aa-3 **AUDITORY-VISUAL ASSOC.**

DECODING

Reproduce familiar pictures that begin or end with the same sound with letter at tope of page that is being learned. Under each picture place two short lines. Child is to decide whether picture begins or ends with the sound and place the letter on the correct line . . the first line being for the letter if the letter is the beginning sound and on the second line if the letter is the ending sound.

I Aa=4 **AUDITORY-VISUAL ASSOC.**

DECODING

Mount pictures attractively on cardboard and child points out and names all the things that begin with a certain sound.

I Aa-5 **AUDITORY-VISUAL ASSOC.**

DECODING

Write two different beginning sounds on blackboard. Pronounce a word with one of the beginning sounds on the board, and have child identify the corresponding beginning sound on the board from which to choose.

I Aa-6 **AUDITORY-VISUAL ASSOC.**

Give child a piece of paper with one consonant sound. Have him draw a picture that begins with the sound. Increase difficulty by having a different beginning sound on the back to illustrate. Later, have child fold paper into fourths and have a different beginning sound in each square to illustrate.

I Aa-7 **AUDITORY-VISUAL ASSOC.**

READING

Phonic Analysis by word - family phonics:
(at, an, ell, in, etc.)

Example: b-at, c-at, f-at, etc.

I Aa-8 **AUDITORY-VISUAL ASSOC.**

Reading (Discrim.)
RHYMING WORDS: 1. Using picture cards - child picks picture cards which rhyme with his first card.

(con't.)

I Aa-8 (con'td.)

READING: 2. Using printed words - the child selects rhyming words from a series of words.

Encourage visual awareness of rhyming words - similarity in spelling - meat - seat - pot - dot

I Aa-9 AUDITORY-VISUAL ASSOC.

Reading

To encourage reading in phrases -

(1) Use machines or visual aids that flash (or expose) a phrase at a time.
(2) Give children phrase cards and have them construct a sentence - (Then they might write on lined paper)
(3) Give children sentences and have them separate into phrases.

example: The boy walked / over the hill.

(a) Child marks →
(b) Child writes sentence in sections - as:
The boy walked over the hill.
(c) Child reads sentence →
(d) Child rewrites sentence
The boy walked over the hill.
(e) Child reads →

Then - expand complexity of sentence.

I Aa-10 AUDITORY-VISUAL ASSOC.

Auditory Discrimination

Teacher gives series of words. Children respond (example: raise hands) when they hear a word that begins with a certain sound (example - "S")
see, zoo, fan, sock, she

Later, follow same directions with children recognizing final sounds

(If children have difficulty understanding final sounds, use train example - engine and caboose)

Use tapping example - gently tap child's back or chest.

I Aa-11 **AUDITORY-VISUAL ASSOC.**

Reading Auditory Approach

Matching sounds -

Ask child to say a sound and to continue emitting it (ex: n, s, sh, v)

Teacher says a series of sounds - When she says "his sound" he is to stop.

Expansion - Same procedure can be followed with child saying sound to himself.

I Aa-12 **AUDITORY-VISUAL ASSOC.**

Reading - Auditory Approach

For auditory sequencing deficiencies -

Teacher repeats two sets of sounds in a series - Child is to tell if series are alike.

(1) jingle, jingle, horn vs. jingle, jingle, horn
(2) jingle, horn, jingle, vs. horn, jingle, jingle

I Aa-13 **AUDITORY**

Have child listen to a series of words and identify the similarities in initial or final or middle sounds.

toy - tag hit - pit pan - cat

I Aa-14 **AUDITORY-VISUAL ASSOC.**

Tongue Twisters

Ham in a can can jam a pan.
Bill will fill the hill with dill.

Five fine funny fish found four fat frogs for friends.

Write, we know, is written right when we see it written write. But when we see it written wright, we know it is not written right.

A tutor who tooted the flute tried to tutor two tooters to toot.

(con't.)

I Aa-14 (con't.)

Betty Batter's bitter butter's not bettering her batter.

The skunk stunk on a stump.
The skunk said the stump stunk
And the stump said the skunk stunk.

How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
The woodchuck would chuck
As much wood as he could chuck
If a woodchuck could chuck wood.

I Aa-15 AUDITORY-VISUAL ASSOC.

Sound Blending

AUDITORY CLOSURE is the ability to integrate non-meaningful elements of the environment into meaningful wholes and sequences.

Auditory sound blending is a closure function. The teacher presents a word with syllables or letters separated by a short time interval (b-a-b-y, c-a-t). Sound blending experiences may have to be introduced using pictures as visual cues. The separated word "b-a-b-y" is presented several times and the child identifies the correct picture. Another exercise involves sound blending words that represent objects in the room. "Find the thing on the desk with this name p-e-n." A related sound blending activity utilizes a sentence with only one word sound blended. "The boy ran up the h-i-l-l." The child identifies this word through context clues. Gradually all visual cues are removed. The Remedial Reading Drills (Hegge, Kirk & Kirk, 1955) contain many sound blending examples to help reduce preparation time.

I Aa-16 AUDITORY-VISUAL ASSOC.

Auditory Sequencing - Visual Assn'n.

Tapes with scrambled sentences are used and cards with words used in the sentences printed on them. Student alphabetizes cards and then selects words he hears on tape. He then must rearrange cards to form a logical sentence.

Especially useful with poetry or any document the student has read.

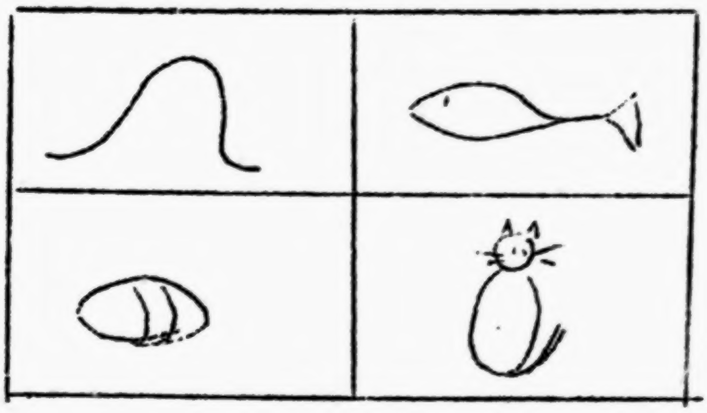
I Aa-17 AUDITORY-VISUAL ASSOC.

A-V Integration

Initial approach to rhyming:

Say a poem and ask children to mark appropriate rhyming picture.

"Jack and Jill went up the _____."



I Aa-18 AUDITORY-VISUAL ASSOC.

Determining position of specific sound in words -

1. Have students listen to word and mark B, M, F. on ditto sheet, indicating where the sound appears in the word.
   (B - beginning sound)
   (M - medial sound)
   (F - final sound)

AUDITORY-VISUAL ASSOC.

I. READING

b) Visual Approach

(yellow sheets)

I Ab-1 **AUDITORY-VISUAL ASSOC.**

Visual Approach

Teacher says sounds or syllables in a word separately. Child picks up the card with the appropriate picture, or written word.

These cards can be:

1. One large set for entire class
   or
2. Small individual sets for each class

I Ab-2 **AUDITORY-VISUAL ASSOC.**

The use of a white card under the material the child is reading should help him keep his place.

I Ab-3 **AUDITORY-VISUAL ASSOC.**

Visual Approach

Perception of position in space

1. We perceive objects in relation to ourselves and see their position in space being either behind, before, above, below, or to the side of ourselves.

2. Problems in this area may result in: hesitant movements, clumsiness; difficulty understanding words that designate spatial position; confusion of "b" and "d", "p" and "q" etc.

3. Frostig worksheets, Area 4 (PS) should be regularly used as practice but only for brief time periods.

I Ab-4 **AUDITORY-VISUAL ASSOC.**

Visual Approach

Use flash cards containing common phrases. Expose these quite briefly and then have the child tell what he read. If he reads the card correctly, he gets to keep it. If he reads the card incorrectly you get to keep it and mix it with the phrase cards that you will still be using.

At the game's conclusion, the child can determine the score by counting cards that he was allowed to keep.

I Ab-5 **AUDITORY-VISUAL ASSOC.**

Visual Approach

The Frostig dittos for Spatial Relationships, Area V, should be used.

These dittos aim to improve the proper perception of the sequence of letters in a word, and help the child who may read the word "string" as "stirring" or spell it "sitnrg".

I Ab-6 **AUDITORY-VISUAL ASSOC.**

Visual Approach

Periods in ditto work should be darkened with a marking pen so that the child is more aware of the ending of sentences. He should then be asked to read the sentences as he would speak, dropping his voice at the end of the sentence.

I Ab-7 **AUDITORY-VISUAL ASSOC.**

Visual Approach

He should be asked to first match confusing words -

"STOP, POTS, SPOT, SOP"

Then the task can be given again and he can do this as a memory task.

I Ab-8 **AUDITORY-VISUAL ASSOC.**

Visual Approach

The Frostig dittoes for Perceptual Constancy, Area III, should be used.

Training in this area should aid the child in recognizing familiar words or phonograms when they are presented in a different manner. A word he knows well in one form or color or size or type of writing or in conjunction with certain other words may appear new to him when presented in another form, color, size, or context.

I Ab-9 AUDITORY-VISUAL ASSOC.

Visual Approach

The child can scan each line on a page before reading to find words with selected phonograms and then have him circle the words and read the words aloud.

He can then write these words.

I Ab-10 AUDITORY-VISUAL ASSOC.

Visual Approach

Small words from appropriate reading material should be blacked out.

The child is to read this and fill in with the appropriate word.

I Ab-11 AUDITORY-VISUAL ASSOC.

Visual Approach

The child can have some simple material to read and then be shown an incorrect copy of this material.

The child is to visually monitor and correct all mistakes.

I Ab-12 AUDITORY-VISUAL ASSOC.

Visual Approach (Sequencing)

for: Reversals -
ditto rows of words as:

run rnu unr run nur

cat tac cat tca ate

etc.

Have children circle the matching word. After he can readily do it at a leisurely pace, have him try to "Beat his own time."

I Ab-13 AUDITORY-VISUAL ASSOC.

Visual Approach (Sequencing for: reversals)

Use small cards with alphabet letters on them.

Give youngsters 3 to make a word - as C A T

(If youngster is highly deficient, place red and green paper under the words.)

stop ↗ (right side)

go ↑ (left side)

I Ab-14

Cryptograms are good for developing reasoning and logical thinking. A cryptogram is a message in code. The idea is that the recipient must figure out what method the sender has used.

For example: X ibkgltiznh ziv ufm. Clue: A stands for Z. The message has been written with the alphabet used backwards. To decipher this message, the recipient must have a good working knowledge of the alphabet.

There are many variations to the way the code is made. Later, perhaps the students can set up their own codes and exchange messages.

A cross word puzzle is a kind of cryptogram.

I Ab-15 AUDITORY-VISUAL ASSOC.

A WORD CONTEST

Write long (seasonal) word. Have players make as many words as possible out of letters there.

Time limit.

I Ab-16 AUDITORY-VISUAL ASSOC.

Write two like words (as pears, apples, etc.)
Make many matching groups
Mix them up
Try to match them.

Use of rhyme words
Beginning sounds
homonyms
etc.

I Ab-17 AUDITORY-VISUAL ASSOC.

Cut out of newspapers and magazines words the children recognize. Bring to school. Paste on a chart.

I Ab-18 AUDITORY-VISUAL ASSOC.

To help correct child reversing words such as "was" for "saw", etc. have word written on card in large bold letters and have child trace them with finger- Kinesthetic - then from memory - write the word.

I Ab-19 AUDITORY-VISUAL ASSOC.

READING

To overcome substitutions, on paper, board, or cards, have words that are similar in configuration and have pupils practice reading them.

Example:

pin	black	set	house
pan	block	sit	horse

After reading words in pairs - then scramble them.

I Ab-20 AUDITORY-VISUAL ASSOC.

READING

Alphabetical Order

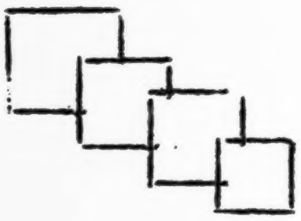
Give the child a series of words in an envelope and he must put them in alphabetical order.

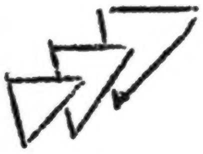
- a. words from spelling list or reading lessons.
    1. initial consonants different
    2. initial consonants same but second letters different.
    3. mixed

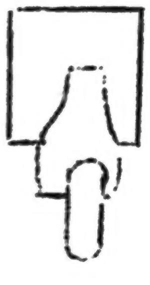
I Ab-21 AUDITORY-VISUAL ASSOC.

Use dittoed sheets with objects and have students indicate which object of a group is nearest (farthest away)

i.e.







This could be done for largest, smallest, etc.

I Ab-22 **AUDITORY-VISUAL ASSOC.**

Select six words and write one under the other on a large sheet of paper or on the board. Print the letters from the words on 2 x 2½" cards - each letter on a separate card.

A group of 3 or 4 could play the game (according to how many letters in the six words). Have the dealer shuffle and deal out the cards with equal number to each player. The left over cards are to be placed face up to become the dummy. The object of the game is to use up all his cards first. Each player in turn lays out his cards in order to build the six words. If a player has the first letter of one or more words he may play in turn. The dealer plays the dummy cards. If a player does not hold a letter that would be in proper sequence, he must pass his turn. Continue until one player has used all his cards.

I Ab-23 **AUDITORY-VISUAL ASSOC.**

A list of sight words which are used in the child's reading material can be presented on individual cards. These should be worked with until there is instant recall. Any oral mnemonic devices available to aid with the visual memory problem should be given.

I Ab-24 **AUDITORY-VISUAL ASSOC.**

For a brief instant hold up a card containing a non-phonetic word such as "aisle", "through", "among", "couple".

Next the child should write this word down on paper. He should then be shown the original card that had been flashed before him which he will compare with his written copy.

I Ab-25 **AUDITORY-VISUAL ASSOC.**

Rapdily flash familiar word phrases to improve rate of perception as well as visual memory.

I Ab-26 **AUDITORY-VISUAL ASSOC.**

The child can be shown a short list of words he is familiar with. This will be removed and he will then be asked to fill in missing letters of these words when presented on another sheet.

I Ab-27 **AUDITORY-VISUAL ASSOC.**

Sight words should be drilled with, giving any oral mnemonic devices to aid with the visual memory problem.

Have the child spell these words orally and then write them.

I Ab-28 **AUDITORY-VISUAL ASSOC.**

The filmstrip projector with the Speed-O-Scope attachment is available with filmstrips on Reading Word Groups and Intermediate Graded Word Phrases.

I Ab-29 **AUDITORY-VISUAL ASSOC.**

The tachitron can be used to quickly present words the child knows. Phrases can be then worked with. He should see the grouping, then check what he has seen on a paper on which several similar phrases are presented:

"it is now - it is how - how it is."

I Ab-30 **AUDITORY-VISUAL ASSOC.**

Flash a phrase and have the child repeat it aloud. Be sure they repeat it as a phrase not word by word.

After he can easily and fluently repeat the words in phrase form, flash the phrase, and ask him to write what he saw. At first spelling accuracy should not be considered. Encourage him to write whatever he saw, even if it is only one word or even two letters in each word in the phrase.

After this exercise is performed to perfection, use the misspelled words in spelling exercises.

I Ab-31 **AUDITORY-VISUAL ASSOC.**

Reading-Visual Approach - for children that confuse visual detail - as in words came and come -

Use anagrams or other "loose letters"

thus children can compare by manipulating individual letters.

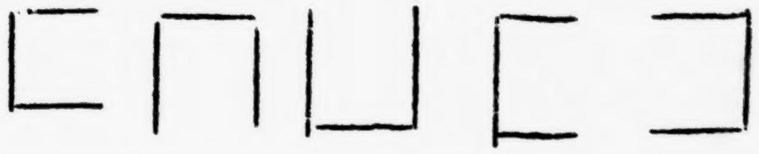
I Ab-32 AUDITORY-VISUAL ASSOC.

Reading-Visual Approach - for children with letter orientation difficulties - (as reading affords)

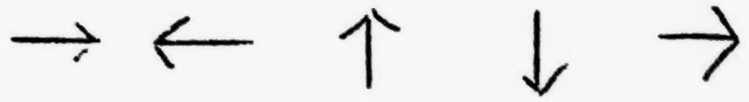
Start with objects
Proceed to cut-outs
Then to dittos

Example: Matching exercises - find the one that matches!

1.



2.



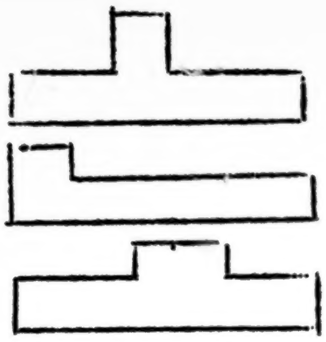
I Ab-33 AUDITORY-VISUAL ASSOC.

Reading - Visual Approach

Have child write appropriate words in the boxes:

Example:

where
home
mitten



I Ab-34 AUDITORY-VISUAL ASSOC.

Visual Approach

Cut up letters. Let beginners cut the letters apart in geometric shapes. As they reassemble them in order to get the correct item, they get good practice in discriminating between various shapes and sizes.

I Ab-35 AUDITORY-VISUAL ASSOC.

Reading Visual Approach

To increase recognition rate for visual sequencing deficiency: Combine tachistoscopic presentation with a worksheet - present two objects on the screen. Have the same objects on a worksheet. After the flash presentation have child number the objects (which came first, second)

(cont'd.)

I Ad-26 AUDITORY-VISUAL ASSOC.

Scrambled Sentences (4-7)

To give practice in recognizing a sequence of ideas.

An envelope is given to the pupil. In each envelope there are strips of paper with each sentence on a separate slip. The child must put the sentences in the proper order.

Use: a story
a letter which must be arranged in the proper form including the parts of the heading.

I Ad-27 AUDITORY-VISUAL ASSOC.

Reading Categorization

The teacher may ask children to pick out the word which does not belong

arm	hat	coat	shoe
cart	wagon	voice	car
spring	summer	woodpecker	winter
tap	bank	school	store
swish	bang	bug	tap

I Ad-28 AUDITORY-VISUAL ASSOC.

Comprehension

Word recognition and meaning

1. Picture word cards, phrase cards, vocabulary lists.
2. A daily weather chart.
3. Color chart

I Ad-29 AUDITORY-VISUAL ASSOC.

Organize and Categorize

Set up store - order materials - inventory - label and price materials - set up on shelves - change displays regularly - keep everything in appropriate place according to category.

AUDITORY-VISUAL ASSOC.

I. RECEPTIVE

B. Arithmetic

(yellow sheets)

I B-1

CONCEPTUALIZATION

Use exercises having the students find the pattern. Example:

a b c b d c d e d e f e f g f g h g i h i j etc.

1 2 3 2 3 4 3 4 5 4 3 6 5 6 7 6 7 8 7 8 9 etc.

In the following exercise for working on the patterns in number facility, the children must establish the pattern plus adding the missing items for accurate sequence.

23 -- 45   56   67 -- 89
77 -- 55   44 --22 --
1 3 --9 -- 13 18 21

I B-2

AUDITORY-VISUAL ASSOC.

Arithmetic - Receptive

To teach concepts of "more and less"

1. Begin with concrete examples having extreme size differences.
2. Use money (only if child knows value)
3. Use candy bars
4. Have child listen to simple music (as a drum) and make a mark on paper for each beat that he hears. Then, he compares differences between two music patterns.
5. Have child count while moving conrete material (as large beads on a rod)

I B-3

AUDITORY-VISUAL ASSOC.

Arithmetic - Receptive

For a child who has great difficulty learning to count- relate counting to music -

(1) Child orally tells how many drum beats he hears.
(2) Child makes a mark on paper for each drum beat he hears -
    Then have him count the marks.

I B-4 **AUDITORY-VISUAL ASSOC.**

Arithmetic - Receptive

The child who has difficulty perceiving size relationships.

Make up games and situations where he must judge size. Keep these activities within his "success level."

ex. - Sorting spoons and other objects
Putting cards (various sizes) into envelopes (various sizes).

I B-5 **AUDITORY-VISUAL ASSOC.**

Arithmetic

To reinforce concept of ordinal counting.

Take advantage of "labeling" everyday classroom procedures-

as - 1st "row" etc.
1st person in line
1st activity of the morning
1st seatwork assignment
1st day of the month,etc.

I B-6 **AUDITORY-VISUAL ASSOC.**

Arithmetic

To teach concept of ordinal counting (first, second, third).

Use a concrete situation - as -

1. A row of animals in front of a barn door - ask "Which animal is closest?"
   "Which animal is farthest?" etc.
   After concept of "where" is understood, proceed to label animals as first, second,etc.
2. If child is accustomed to "formal meals" - Teach (label) progression of courses.
3. Label any important everyday sequence of events-
   As - dressing, getting ready for lunch, etc.

I B-7 **AUDITORY-VISUAL ASSOC.**

Arithmetic

To teach association of visual and auditory symbols (as "three" (spoken) represents 3) - as well as numerical sequence.

Use a number line (beginning at child's ability level)

1. Number stepping blocks (to be walked upon)
2. Large number line (to be placed on floor)
3. Medium sized number line mounted on wall - (within child's reach)
4. Individual number lines (to be used at children's desks)

Initially be certain that child "says" the number while he steps or points.

I B-8 **AUDITORY-VISUAL ASSOC.**

Arithmetic

Teaching one to one correspondence.

Give child worksheet with rows of circles -

Ask him to put a numeral, a hat or an apple, etc. in each circle.

I B-9 **AUDITORY-VISUAL ASSOC.**

Arithmetic - Receptive

To teach geometry shapes, two dimensional objects are preferrable to three dimensional. (The latter are often too confusing to a child with a severe learning disability)

I B-10 **AUDITORY-VISUAL ASSOC.**

Arithmetic- Receptive

For a child who readily understands spoken language but can't understand geometry shapes and puzzles manipulation -

Use "excessive" verbalization and concrete materials -

Ex: "This is a square, feel the straight sides, feel the corner - it is pointed - that is where two sides touch" etc.

I B-11 AUDITORY-VISUAL ASSOC.

Arithmetic - Receptive

For child who has difficulty perceiving size relationships.

Give him concrete materials to manipulate (same object, different sizes, as circles and squares)

1. Which is largest, etc.
2. Arrange according to size
3. Place in puzzle - which one fits in which space? etc.

I B-12 AUDITORY-VISUAL ASSOC.

Arithmetic - Receptive

To teach form and geometric shapes, use various avenues of learning, as:

1. Let child verbally describe (for severe deficiency, teacher would verbally describe)
2. Let child feel and trace - (shapes of plywood, cardboard, flannel)
3. Let child use gross motor abilities - (as - Place a heavy rope on floor in shape of a circle, square, etc. Let child walk on it.)

I B-13 AUDITORY-VISUAL ASSOC.

Arithmetic - Fun with your hands (Grades 1-2)

Have the children draw pictures of their hands. Each child draws his own hand.

Put your right hand on this paper and trace around it. Follow these directions exactly (ask the children to count the thumb as a finger - as number one)

Sample Directions:

1. Draw a ring on the fourth finger.
2. Put red fingernails on the second and fifth fingers.
3. Write "first" above the first finger, "third" above the third finger.
4. Show a blue string tied around the fifth finger.
5. Draw a band - aid on the second finger.

I B-14 AUDITORY-VISUAL ASSOC.

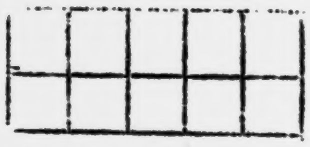
Arithmetic

Write on the board problems in subtraction of fractions; such as, 1-3/5 = 2/5, 1-3/4 = 1/4, 1-3/8 - 5/8.

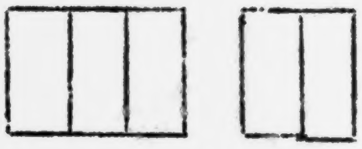
Each child will need a sheet of 1/4" graph paper, scissors, colored pencils or crayons, paste and a sheet of construction paper.

Say: On the board are examples of subtracting a fraction from a whole number. The answers are correct. On your graph paper, make figures proving that these answers are correct.

First, cut a section which will represent the whole. Divide it into as many parts as the denominator of the fraction indicates. Cut away the number of parts needed to illustrate each example. The number of parts left should be the same as the answer.



Step I



Step II

Mount each completed illustration on construction paper. Under it, write the problem which it illustrates.

I B-15 AUDITORY-VISUAL ASSOC.

Arithmetic - Receptive

Teaching one to one correspondence

Combine auditory with visual -

For each clap or drum beat he hears, child picks up one block or peg or makes one mark on a paper.

I B-16 AUDITORY-VISUAL ASSOC.

Teaching one to one correspondence.

On worksheet -

- draw several like objects -
  - ask child to draw a corresponding item for each picture -
    - as - carrot for each rabbit, hat for each girl, etc.

I B-17 AUDITORY-VISUAL ASSOC.

Arithmetic - Receptive

Teaching one to one correspondence -

Matching exercises -

1. Copying a row of pegs
   (gradually increase complexity)
2. Placing one flannel carrot with each flannel rabbit.
3. Putting buttons in buttonholes (using two sheets of flannel or corduroy - one with a row of buttons, the other with buttonholes.
4. Above idea (#3) making sets of 2,3,4,5 buttons, plus buttonholes.

Give child a cloth with buttonholes (as 3) and several cloths with buttons - He must decide which ones match (numerically).

I B-18 AUDITORY-VISUAL ASSOC.

Arithmetic Game

JOHNNY JUMP UP

Arrange the children in a circle on the rug. Give each child a card with a large numeral on it; some the same, others will be different. The teacher stands in the middle of the circle. She holds up a card with a numeral on it. All the children having that numeral jump up.

I B-19 AUDITORY-VISUAL ASSOC.

Receptive - Arithmetic

Bad Egg

On a stencil sheet, scatter the numbers from 1 to 100. Write one number twice. Duplicate one sheet for each child. Have child circle the numbers from 1 to 100 and find the bad egg (the one written twice).

I B-20 AUDITORY-VISUAL ASSOC.

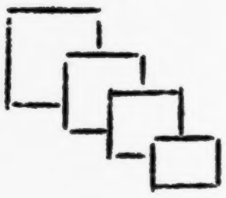
Christmas Toys (for kindergarten)

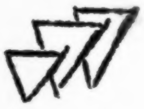
Make a Santa Claus hat with some red crepe paper and cotton. Have one child dress as Santa using a red sweater and/or shirt. Another child is "it" and leaves the room. Then Santa chooses a helper and goes to the toy corner and collects a certain number of toys. They are placed in a large "sack" held by Santa. The other child is brought back into the room and Santa says, "Ho, ho, ho. I see girls and boys. Inside my sack I have how many toys?" The child who is"it"takes a guess. Santa opens the sack and puts the toys on the floor. Everyone then counts the objects.

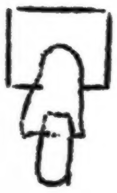
I B-21 AUDITORY-VISUAL ASSOC.
(Arithmetic) (Receptive)

Use dittoed sheets with objects and have students indicate which object of a group is nearest (farthest away).

i.e.







This could be done for largest, smallest,etc.

I Ab-35 (cont'd.)

Expansion:

(1) increase the number of objects.
(2) increase the similarities among the objects.
(3) use words instead of objects (begin with words with grossly different configuration as well as meaning)

I Ab-36 AUDITORY-VISUAL ASSOC.

Reading - Visual Approach

To increase recognition rate for visual sequencing deficiency. Give child worksheets where he is to match words:

Time him
Example: dog stop
stop hop
hop dog

If severe deficiency, begin with words that have grossly different configuration; as - dog, basket, elephant.

I Ab-37 AUDITORY-VISUAL ASSOC.

Reading- Visual Approach

To increase recognition rate for visual sequencing deficiency. Give child worksheets where he is to match words.

Time him
Example: stop pets
step
stop
bets
spit

Underline the word that matches.

I Ab-38 AUDITORY-VISUAL ASSOC.

Reading- Visual Approach

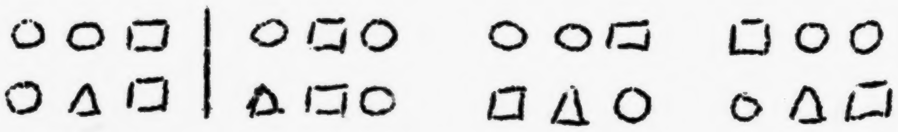
For children with visual sequencing difficulties - (Type of activity depends upon child's age and severity of problem).

Example:
(1) Arrange (on string) colored beads
(2) Have children line up in specific order (as boy, girl, boy, girl)

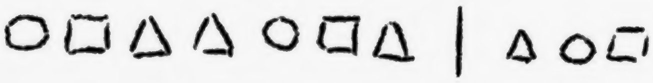
(cont'd.)

I Ab-38 (cont'd.)

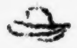
(3) Prepare cutout designs - arrange in specific order on bulletin board, as seatwork activitiy, etc.
(4) Make paper chains
(5) Make dittos, as -

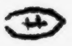
a.


Circle the matching pattern.

b.


Find the pattern. Circle what comes next

c.
 ath tah hat
Circle the correct word.

(An example of an advanced activity -
 fatbooll football ballfoot)

I Ab-39 AUDITORY-VISUAL ASSOC.

A list of sight words which are used in the child's reading material can be presented on individual cards. These should be worked with until there is instant recall. Any oral mnemonic devices available to aid with the visual memory problem should be given.

AUDITORY-VISUAL ASSOC.

I Ab-40

On a sheet of printed paper, ask the child to find all words relating to a certain concept on which you have worked. Many words using the same root should be used on this page.

I Ab-41 AUDITORY-VISUAL ASSOC.

Work on visual memory using lists of sight words that appear in his reading. Work with only a few words at a time. Have the child trace these words and write them on the board.

Rapidly flash these words using the tachatron or separate cards.

I Ab-42 **AUDITORY-VISUAL ASSOC.**

For a brief instant hold up a card containing a non-phonetic word such as "aisle", "through", "among", and "couple."

Next the child should write this word down on paper. He should then be shown the original card that had been flashed before him which he will compare with his written copy.

I Ab-43 **AUDITORY-VISUAL ASSOC.**

Reading - Visual Approach

To increase recognition rate for visual sequencing deficiency.

Combine tachistoscopic presentation with a worksheet. Have the following items on a worksheet - with one of the items flashed on the screen. On worksheet child is to mark what he saw -

1. pictures - as, elephant, apple, chair
2. pictures - as, orange, apply, cherries
3. words - as, horse, rain, swing
4. words - as, fast, safe, hats

I Ab-44 **AUDITORY-VISUAL ASSOC.**

Work on visual memory using lists of sight words that appear in his reading. Work with only a few words at a time. Have the child trace these words and write them on the board.

Rapidly flash these words using the tachatron or separate cards.

I Ab-45 **AUDITORY-VISUAL ASSOC.**

Reading

To overcome substitutions, use multiple choice type items. They should be adapted to where the child's difficulty lies- distinguishing between similar beginnings, middles or ends.

Example:

cold
The soda is
colt

I Ab-46 AUDITORY-VISUAL ASSOC.

Reading activities - Card file

Small Group:

1. Have students use cards and write any words on them that they definitely know. Write one word per card.
2. Arrange the cards into sentences.
3. Have STUDENTS read the sentences to you.

I Ab-47 AUDITORY-VISUAL ASSOC.

Rapidly flash familiar word phrases to improve rate of perception as well as visual memory.

I Ab-48 AUDITORY-VISUAL ASSOC.

The child can be shown a short list of words he is familiar with. This will be removed and he will then be asked to fill in missing letters of these words when presented to another sheet.

I Ab-49 AUDITORY-VISUAL ASSOC.

The filmstrip projector with the Speed-O-Scope attachment is available with filmstrips on Reading Word Groups and Intermediate Graded Word Phrases.

I Ab-50 AUDITORY-VISUAL ASSOC.

The tachitron can be used to quickly present words the child knows. Phrases can be then worked with. He should see the grouping, then check what he has seen on a paper on which several similar phrases are presented:

"it is now - it is how - how it is."

AUDITORY-VISUAL ASSOC.

I. READING

c) Integrative
Syllabication, blending

(yellow sheets)

I Ac-1 AUDITORY-VISUAL ASSOC.

Integrative Approach (Taction)

With beaded letters, felt, sandpaper letters, etc. spell out a word and have student blindfolded guess the word by touching them (letters) in left to right order, with his forefinger.

I Ac-2 AUDITORY-VISUAL ASSOC.

Reading Activity (Fluency)

Telephone conversation between two students. Scripts can be student - made or teacher-made about topics suggested by the students.

Purpose: Students may be able to read more fluently if the reading is in a conversational setting.

Procedure: Have students read material before they begin the phone conversation.

Commercial materials for the same purpose:

"When People Talk on the Telephone" by Teachers College Press Workbooks are also available.

I Ac-3 AUDITORY-VISUAL ASSOC.

COMPOUND WORDS

Make cards with compound words. Cut in half.

Rearrange to make words. Use two children.

I Ac-4 AUDITORY-VISUAL ASSOC.

AUDITORY BLENDING

Teacher says word in parts - as -
c - a -t
un - der - stand
Children identify the word.

I Ac-5 AUDITORY-VISUAL ASSOC.

Blending of Syllables

Teacher says a word in syllables.
Children identify the word.

I Ac-6 AUDITORY-VISUAL ASSOC.

Syllables

Relate syllable learning to music - have children clap "beats" as they recite a familiar song.

I Ac-7 AUDITORY-VISUAL ASSOC.

SYLLABLES

Teacher says a word - children respond as to number of syllables -
(They can raise correct number of fingers.)

I Ac-8 AUDITORY-VISUAL ASSOC.

READING (Aud-Motor) (3-5)

Syllabication

Cards are made with syllables of words on each card. Mix the syllable cards and let the child try to build words by combining the syllables.

wit der
thun ness

I Ac-9 AUDITORY-VISUAL ASSOC.

Reading (Integrated) (Discrim.)

BUILDING NEW WORDS

Make new words by changing the initial consonant - using root words:

-ight
sight
light
right

Building word families

-ake
cake
make
bake

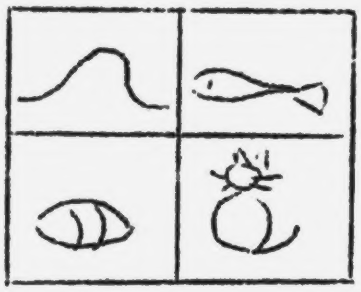
-ill
hill
bill

I Ac-10 AUDITORY-VISUAL ASSOC.

A-V Integration

Initial approach to rhyming: Say a poem and ask children to mark appropriate rhyming picture.

"Jack and Jill went up the ______."



I Ac-11 AUDITORY-VISUAL ASSOC.

Integration

Teacher says word in segments - Children tell what the word is.

1. Begin with compound words; base-ball; bird-house.
2. Expand to syllables; af-ter; ap-ple; ta-ble.
3. Short words with long vowels; rake; kite
4. Short words with short vowels; pin; cup
5. Short words with similar and configuration; cap; cat; can.

I Ac-12 AUDITORY-VISUAL ASSOC.

A list of sight words which are used in the child's reading material can be presented on individual cards. These should be worked with until there is instant recall. Any oral mnemonic devices available to aid with the visual problem should be given.

I Ac-13 AUDITORY-VISUAL ASSOC.

Use the children's names to find unusual phonetic areas-names containing digraphs: Sharon, Thelma, Charles, Whitney; "outlaws" that try to trick us; Phillip, Sarah, John, Marcia, Cheryl, Thomas; or diphthongs: Joan, Jean, Neil, William, Michael.

Use only the letters in one name or in one word. By interchanging, see how many other words can be found. A set of movable alphabet letters forms is invaluable there. For example: Mother contains - other, the, he, her, moth, here, more, Rome, tore, etc.

I Ac-14 AUDITORY-VISUAL ASSOC.

Flash a phrase and have the child repeat it aloud. Be sure they repeat it as a phrase not word by word.

After he can easily and fluently repeat the words in phrase form, flash the phrase and ask him to write what he saw. At first spelling accuracy should not be considered. Encourage him to write whatever he saw, even if it is only one word or even two letters in each word in the phrase.

After this exercise is performed to perfection, use the misspelled words in spelling exercises.

I Ac-15 **AUDITORY-VISUAL ASSOC.**

Comprehension

Use three dimensional form of object (horse) then picture and then just the word of the object, (horse).

Child should have the concept well in his mind by then.

I Ac-16 **AUDITORY-VISUAL ASSOC.**

Sight words should be drilled with, giving any oral mnemonic devices to aid with the visual memory problem.

Have the child spell these words orally and then write them.

AUDITORY-VISUAL ASSOC.

I. READING

d) Comprehension

(yellow sheets)

I Ad-1 AUDITORY-VISUAL ASSOC.

Comprehension

Use of Harcourt Brace "Word Analysis Cards" Level A should be helpful in working with concepts. Present visual clues, use gestures and have the child show the appropriate actions when this can be done in order to help with the development and understanding of new vocabulary and concept formation.

I Ad-2 AUDITORY-VISUAL ASSOC.

Comprehension

When reading for comprehension, silent reading should be encouraged. At this time comprehension of material is most important and to read orally may only be complicated by mechanical problems. If the child has any difficulty with a word, the teacher should offer this help when necessary.

I Ad-3 AUDITORY-VISUAL ASSOC.

Comprehension

The child observes a picture while the teacher is reading a story that relates to the picture. The child must note objects that are in the story but missing from the picture or note extraneous objects or characters in the picture but not in the story.

I Ad-4 CONCEPTUALIZATION

Each child has dictionary and is to find as many different words as possible which mean the same as a given word.

I Ad-5 CONCEPTUALIZATION

Give the children lists of words to identify, applying the pattern of logic and sequence.

Here the child is to circle the word in each row which doesn't belong to the category:

cereal	bread	nail	steak	potato
cheat	liar	feet	heat	seat
book	movie	magazine	newspaper	pamphlet
father	sister	brother	cousin	mother
jello	cookie	ice cream	steak	pie
horse	harbor	handkerchief	ship	house
wool	wood	milk	ivory	leather

I Ad-6 CONCEPTUALIZATION

Prepare simple sentences with the words out of order. Have student place the words in proper order for meaning. Follow this up with sentences that do not contain proper nouns. Include sentences that do contain proper nouns, then sentences which could be written two ways and still have meaning.

"In the forest the trees are tall." "The trees in the forest are tall."

According to ability and age of the class, more and more complex sentences can be introduced.

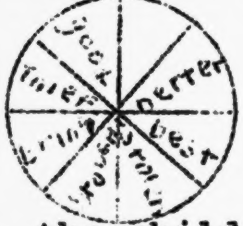
I Ad-7 CONCEPTUALIZATION

Use a series of sentences that tell a story. Present them to the children out of sequence and ask them to put the sentences in an arrangement that will tell a story.

Start with short simple sentences and stories and gradually increase the complexity of both.

I Ad-8 AUDITORY-VISUAL ASSOC. (Reading)

On a chart or the chalkboard draw a circle divided into eight or more sections into which words whose usage the child has been practicing can be written, e.g. -



When it is his turn, the child goes up to the word wheel, closes his eyes, and moves a pointer in a clockwise motion around the circle. The teacher and students may wish to recite a chant such as "round and round and round he goes, when he stops we'll see what he knows." At the end of the chant the child opens his eyes and reads aloud the word at which the pointer is resting. He then must correctly use this word in a sentence.

I Ad-9 AUDITORY-VISUAL ASSOC.

Reading Comprehension (Voc.)

Structural or Greek and Latin approach.

Greek and Latin approach should be utilized with better students only.

I Ad-10 AUDITORY-VISUAL ASSOC.

RIDDLES

Collect riddles from books and magazines. Write on cards to be given to pupils. Have child read riddle to class and have them answer.

Examples:
1. What has four legs, one head and one foot? (bed)
2. What has a foot at each end and one in the middle? (yardstick)
3. Name three keys that are too big to put in your pocket. (donkey, monkey, turkey)
4. What four letters would frighten a thief? (OICU)
5. What can run but can't walk. (water)

I Ad-11 AUDITORY-VISUAL ASSOC.

MY FAVORITE "PICTURES"

Each pupil makes a booklet in which he copies paragraphs from books he has read. Each paragraph must be a descriptive one from which the pupil has formed a mental picture. He might copy picturable paragraphs as he finds them, merely because they appeal to him. He may group them according to subjects he has selected; Paragraphs That Describe Boats; Paragraphs that Describe Animals,etc.

I Ad-12 AUDITORY-VISUAL ASSOC.

DECODING - READING

On a large piece of paper write the instructions of what the child is to illustrate. (Draw a large red barn with a little door.)

As the child develops increase the difficulty of instruction.

I Ad-13 AUDITORY-VISUAL ASSOC.

SCRAMBLE SENTENCES

Have columns of scrambled sentences on board. (Five sentences to a column). Divide players into groups. Each group (team) takes one column to unscramble.

The first team to finish wins.

I Ad-14 AUDITORY-VISUAL ASSOC.

MAKE A STORY

CUT STORIES UP INTO SINGLE SENTENCES.

Put each story into an envelope. Write the instructions on outside of envelopes. These sentences are mixed up. Arrange them to make a story.

I Ad-15 AUDITORY-VISUAL ASSOC.

MATCHING CHARACTERS

Write book titles on one set of cards. Write characters from these books on another set of cards. Shuffle cards. Match the characters with the books.

I Ad-16 AUDITORY-VISUAL ASSOC.

FIND THE PHRASE

Write 64 sentences of three phrases each, on long cards. Cut these cards apart so there are 18 cards of subject phrases, 18 cards of action phrases, and 18 cards of additional phrases. Deal out cards. Put cards face up in front of players. Players try to make sentences - 3 cards make a sentence. Each take turns reading a sentence he's made. Players may trade cards to make sentences. Player with most sentences win.

I Ad-17 AUDITORY-VISUAL ASSOC.

COMPREHENSION DICTIONARY GAME

FINDING THE MEANING

A leader pronounces and spells an interesting word from a prepared list. Each member of the group tries to be the first to find the word. He reads the definition silently, then tries to give it to the group in his own words. If he succeeds in giving the correct meaning, he becomes the leader. If he does not succeed, another pupil tries to give the meaning.

I Ad-18 **AUDITORY-VISUAL ASSOC.**
(Reading)

Comprehension

Vocabulary Development

Direct study - use context of regular text book. When student comes across unfamiliar word he writes it down, thereby creating a word list.

Words which class has difficulty with then are studied directly.

I Ad-19 **AUDITORY-VISUAL ASSOC.**
(Reading)

Comprehension

Make a dictionary - Class Project

A dictionary is developed from words children list as unfamiliar in each chapter.

They obtain pictures, if possible, to paste in under entry of word.

I Ad-20 **AUDITORY-VISUAL ASSOC.**
(Reading)

Comprehension

CONTEXT

Words are studied in context they are found. Teacher can create exercises using these same words which supplement direct text context, or teacher can provide exercises which display shades of meanings to a word.

I Ad-21 **AUDITORY-VISUAL ASSOC.**

Comprehension

Use three dimensional form of object (horse) then picture and then just the word of the object (horse.)

Child should have the concept well in his mind by then.

I Ad-22 **AUDITORY-VISUAL ASSOC.**

On a sheet of printed paper, ask the child to find all words relating to a certain concept on which you have worked. Many words using the same root should be used on this page .

I Ad-23 AUDITORY-VISUAL ASSOC.

Comprehension: Main Idea

Newspapers

Purpose: to get main idea from an article without word by word plodding reading.

Also, how to find key ideas.

Procedures:

Use the how, when, why approach. Concentrate on the how and why part and students will be able to come up with the main idea of the article and comprehend what they have read.

Look at pictures without reading captions. Can you figure out the gist of the picture? They usually will be able to do this. Then transfer it to looking at headlines and subtitles and headings in the articles.

I Ad-24 AUDITORY-SKILLS

Language Concepts

Have children look through magazines and find and cut out articles of clothing. (Encourage them to choose unfamiliar items.) Then label each item.

Finally, paste items on sheets of oaktage. Each sheet could be a different "category" (as worn by a man, woman, boy, girl, baby - or worn in summer, fall, winter, spring.) Children can then learn to recognize these items and to read the labels.

Keep sheets available for frequent use.

I Ad-25 AUDITORY-VISUAL ASSOC.

A form of listening that is related to reading is to have the children detect a series of corresponding steps in a story. Be sure to explain and demonstrate what you expect from the children.

Example: I am going to read a short story about how a boy named Bob made an aquarium. When I have finished, I want you to write on your papers only the things he did that were concerned with building an aquarium.

AUDITORY VISUAL ASSOC.
II. Expressive
(yellow sheets)

II 1 AUDITORY-VISUAL ASSOCIATION

Teach the child to repeat an uncompleted sentence upon request, e.g., "This is a very nice ___." After this is completed, walk around the room pointing at objects. The child is to say and complete the stimulus sentence with the name of the object. For example, a picture is designated as the object. The child says: "This is a very nice picture."

AUDITORY VISUAL ASSOC

II. Expressive
    A. Spelling

(yellow sheets)

II A-1 AUDITORY-VISUAL ASSOCIATION

Spelling

The teacher spells a word to the class. Pencils and paper are not allowed, although at the beginning the teacher may permit the children to trace the letters on the tops of their desks as she spells it. She may then call upon one child to say the word or she may go to the board and write the word.

Words known to the children may be used for oral participation. New words may be used for writing at the chalkboard.

II A-2 AUDITORY-VISUAL ASSOCIATION

(Spelling - Reading)

1. Scrambled letters
2. Scrambled sentences

The child is asked to rearrange the scrambled letters to make a real word. (Use words relevant to reading material.)

atoub	about
koobs	books

Present the child with a series of words which must be unscrambled and ordered to form a sentence.

Fell the boy down little.

The little boy fell down.

II A-3 AUDITORY-VISUAL ASSOCIATION

Select a word from the spelling list. Pronounce it. Then the teacher writes just the first letter on the board and then erases it, after the child has looked at the letter. Have child write the letter. Then teacher writes first two letters and again erases it. Have child write first two letters, etc. Continue on until the entire word has been written from memory by the child.

For older children the same technique is useful. This time, however, using syllables each time. Also, words from subject matter fields can be used as well as spelling words.

II A-4 AUDITORY-VISUAL ASSOCIATION

A word is spelling (or sounded) to the children and they are to spell it back in the proper sequence.

II A-5 AUDITORY-VISUAL ASSOCIATION

Integration (part-whole)

Introduction to syllables:

Relate syllables to music
Children "clap to simple songs".

Expand to:

1. Clapping syllables in a series of words.
2. After teacher says a word, children can respond by raising fingers to indicate number of syllables.

II A-6 AUDITORY-VISUAL ASSOCIATION

Spelling

Give words orally in parts (syllables). Have the child spell the word by parts - offering some relationship from the sound to the written symbol.

Write these words in parts:

win ter
re lax
play ground
sub ject
tis sues
snow man
read ing
din ner

II A-7 AUDITORY-VISUAL ASSOCIATION

Spelling

Children with sequencing or synthesing deficiencies may need their spelling assignments adjusted -

Reduce number of words
Separate words into syllables -

As - in struc tion instruction

II A-8 AUDITORY-VISUAL ASSOCIATION

Select 6 words and write one under the other on a large sheet of paper or on the board. Print the letters from the words on 2 x 2½" cards - each letter on a separate card.

A group of 3 or 4 could play the game (according to how many letters in the 6 words). Have the dealer shuffle and deal out the cards with equal number to each player. The left over cards are to be placed face up to become the dummy. The object of the game is to use up all his cards first. Each player in turn lays out his cards in order to build the 6 words. If a player has the 1st letter of one or more words he may play in turn. The dealer plays the dummy cards. If a player does not hold a letter that would be in proper sequence, he must pass his turn. Continue until one player has used all his cards.

II A-9 AUDITORY-VISUAL ASSOCIATION

Flash a phrase and have the child repeat it aloud. Be sure they repeat it as a phrase not word by word.

After he can easily and fluently repeat the words in phrase form, flash the phrase and ask him to write what he saw. At first spelling accuracy should not be considered. Encourage him to write whatever he saw, even if it is only one word or even two letters in each word in the phrase.

After this exercise is performed to perfection, use the misspelled words in spelling exercises.

II A-10 AUDITORY-VISUAL ASSOCIATION

Select a word from the spelling list. Pronounce it. Then the teacher writes just the first letter on the board and then erases it, after the child has looked at the letter. Have child write the letter. Then teacher writes first two letters and again erases it. Have child write first two letters, etc. Continue on until the entire word has been written from memory by the child.

For older youngsters the same technique is useful. This time, however, using syllables each time. Also, words from subject matter fields can be used as well as spelling words.

AUDITORY VISUAL ASSOC.

II. Expressive

B. Written Language
a) Productivity

(yellow sheets)

II Ba-1 AUDITORY-VISUAL ASSOCIATION

Written language

Post a stimulating action picture. Ask the child to write a story about the people or things in the picture. What happened before, during and after the fact of the picture.

Pay particular attention to creativity without a negative response to the English, spelling and grammatical errors.

II Ba-2 AUDITORY-VISUAL ASSOCIATION

Written Language

The teacher may ask the children to list all the various types of food they eat for breakfast, lunch, dinner; types of clothing appropriate for the different seasons; kitchen appliances.

II Ba-3 AUDITORY-VISUAL ASSOCIATION

Written Language

Each child will write a story about a special subject or event - the general topic would be given. These stories would then be bound and made into a class book for them to read during their free time.

II Ba-4 AUDITORY-VISUAL ASSOCIATION

Written Language

Children can make storybooks or diaries of their own. A definite period of time could be used at the end of which these could be assembled in book covers made by the children. Older children could actually cover cardboard to make "hard-back" books.

Diaries could be kept giving children's ideas of what they would like to remember from each day. This could be done for a full year - giving the children something interesting to save for their own.

II Ba-5 AUDITORY-VISUAL ASSOCIATION

Written Language

Give children the task of writing the ending to an exciting but unfinished story they have heard.

II Ba-6 AUDITORY-VISUAL ASSOCIATION

Written Language

Put words on board which could be used in a story such as:

moon astronaut rocket earth

Tell the children they are to start a story. After two minutes they pass paper to next person who reads what is written and adds to the story he receives. This will happen five times so that the last time you must write the ending to the story. Have stories read aloud.

II Ba-7 AUDITORY-VISUAL ASSOCIATION

Written Language - Newspaper

Have class divide up as reporters on a newspaper. Each is responsible for certain types of articles. The newspaper could be organized and put together, dittoed, and given to other classes in the school.

II Ba-8 AUDITORY-VISUAL ASSOCIATION

Written Language - On-The-Spot Creating

To develop the ability for organized thinking and articulation in the development of an original story.

Words are written on small cards. Each child is given 3 or 4 words which he is to incorporate into a story.

To make it a game he should be encouraged to use the words so they will be unnoticeable to another child. Then the other child can try to guess the key words.

II Ba-9

ORAL OR WRITTEN EXPRESSION

Story Starters (2-4)

To motivate creative expression

A number of 3 x 5 cards on each of which is written an unfinished sentence suitable for the beginning of a story.

Ex.: Tom went to answer the doorbell and was surprised to see ------------------------------

Each child draws a card and uses the unfinished sentence as a story starter. The stories may be informational (based on science or social studies unit) or imaginative.

II Ba-10

AUDITORY-VISUAL ASSOCIATION

Have students listen to sound-track of a film and tell or write what happened. Then show film with picture.

Have students listen to sounds on a tape and write what they think happened. (Allow them to take brief notes to aid memory."

AUDITORY VISUAL ASSOC.

II. Expressive

B. Written Language
b) Formulation
(syntax)
(yellow sheets)

II Bb-1 **AUDITORY-VISUAL ASSOCIATION**

(Expressive Written Language)

Have several pictures similar in nature displayed around the room.

1. Have children write descriptions of a particular picture which would exclude all the others.
2. Read a description of a particular picture and have the children select (by number or some clue) which picture the description fits.

II Bb-2 **AUDITORY-VISUAL ASSOCIATION**

EXPRESSIVE (WRITING Grades (102)

To encourage written expression through letter writing. First the teacher writes letters to each child in the room. A certain time of the day is allotted for "mail call" wherein a "Mailman" delivers the mail in the mailbox. The recipient reads his letter to the class. Then the child may answer the letter if he chooses. The children are encouraged to write each other letters.

Criteria to evaluate:
1. interesting?
2. can we tell what the writer had in mind?
3. are most of the words spelled correctly? Encourage use of dictionary.
4. is it neat?

II Bb-3 **AUDITORY-VISUAL ASSOCIATION**

EXPRESSION (WRITTEN) **MATCH ME** (2-4)

To encourage imagination in writing:

Draw a design on the chalkboard and tell the children you are going to write a sentence to match.

EXAMPLE: "Mother peeled an apple and the peeling looked like this."

"This is a funny race track."

Put other shapes on the board and let children write sentences to match it.

VARIATIONS: 1. Let children create shapes.

II Bb-4

AUDITORY-VISUAL ASSOCIATION

Visual Expressive Formulation

Students can be alerted to natural sequences, such as days of the week, months of the year, etc.; directions for playing a game, building something, etc,; the alphabet, order of classes for the day, etc.

In a creative writing session, instruct students to first write or list, in order, all the things that are to happen in the story. Following this, the story is written.

A variation of this is to formulate a list of events in an original story and then exchange lists. The children then write a story based on the "story list" which they obtained in the exchange. Comparing the completed story to the intent of the author of the story list is both fun and educational for the children because they can learn that certain types of information would have made the outline more complete.

II Bb-5

AUDITORY-VISUAL ASSOCIATION

Written Language - Sentence Building (3-6)

To give practice in spelling, punctuation, expression.

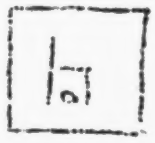
The teacher or a child writes the first word of a sentence on the board. Then each child adds a word until there is a complete sentence that makes sense and is correct in spelling, punctuation, capitalization.

II Bb-6 AUDITORY-VISUAL ASSOCIATION

Written Language

Writing sentences: Put picture on board with a question about it. Have class give sentence answer.

Ex.:



"Where is the ball?"
"The ball is under the chair."

Write answer on board also.

After developing idea using several examples, give children a worksheet with 4 sections where they have a picture and question and they must write the sentence answer.

Later omit questions, have children write sentence about picture. Then have children draw pictures and write sentence themselves.

II Bb-7 AUDITORY-VISUAL ASSOCIATION

Written Language

Instead of having children write "pretend" letters, have them choose a prominent figure or someone special who is meaningful to them. Help them learn to write letters properly by "perfecting" a letter to be sent to this person. Letters should then actually be mailed.

AUDITORY VISUAL ASSOC.

II. Expressive

C. Arithmetic
(yellow sheets)

II C-1 AUDITORY-VISUAL ASSOCIATION

Academic Circuit Training

Teacher selects several simple activities which will reinforce math. skill development. She then divides the class into groups (2 or more). A student in each group is selected to lead and/or direct one specific activity - attempt to progress number of activities so that each student in the group will be able to be a team leader.

Stations for each specific activity are spaced around the room, this will enable the teacher to utilize various pieces of equipment such as chalk board, peg boards, etc. Teacher allots a time limit for each activity, when time is up - she has students move to their next station. At each subsequent station a new student is the leader.

Advantages:

1. Various physical and/or cognitive activities are utilized to reinforce math skills.
2. All students are actively involved simultaneously.
3. Student leaders are given responsibilities and taught organizational skills because they must have all students do activity in allotted time period.
4. Students are active and moving, thereby reducing boredom.
5. A variety of physical, social and academic skills are reinforced simultaneously.

II C-2 AUDITORY-VISUAL ASSOCIATION

Have child use his finger to write number facts on the board as he simultaneously says these.

Auditory drill work should be done on arithmetic facts. As the child says these, he should also simultaneously write these.

These and similar activities are using the kinesthetic channel of learning to reinforce the auditory.

II C-3 AUDITORY-VISUAL ASSOCIATION

Arithmetic - Expressive

To teach arithmetic to a child with a severe revisualization deficiency, one may need to give him a chart with numerals written in sequence. This may circumvent his recall deficiency.

II C-4 AUDITORY-VISUAL ASSOCIATION

Arithmetic - Expressive

For child who confuses 3 & 8 or 6 & 9 and/or reverses 23 & 32, etc. when writing numerals.

Refer to visual remediation cards.

II C-5 AUDITORY-VISUAL ASSOCIATION

Arithmetic - Follow the Dots (Grades 1-2)

Place a sheet of tracing paper over a single line drawing (coloring book). Instead of tracing, put dots outlining the object in the picture. Then number the dots. Trace this onto a stencil sheet.

Variation:

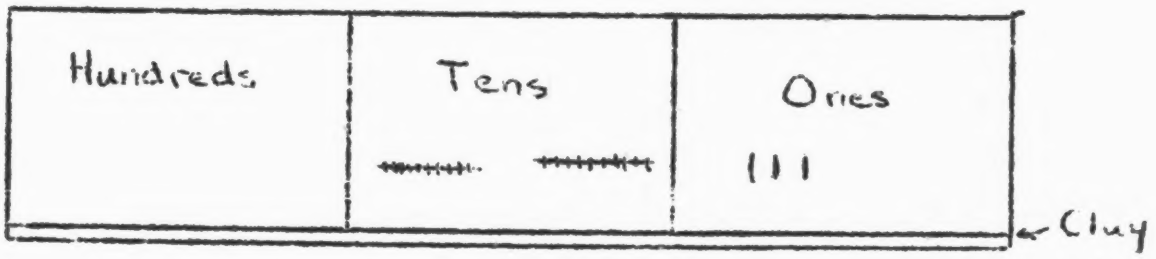
1. Use the numbers 2, 4, 6, 8, etc. to number the dots needed in the outline. Scatter the intervening numbers, with a dot beside each, throughout the page. Instruct the children to connect the dots which are numbered to count by 2's. If they use incorrect numbers the picture will not be formed correctly.

2. Use simple computational problems, and the answers to the problems indicate the dots to be connected.

II C-6 AUDITORY-VISUAL ASSOCIATION

Arithmetic

We show how many in hundreds, tens and ones. Construct a holder of wood at least 30' long. Section off three sections about 10" in length. Put clay in the bottom of each section. Use popsicle sticks and rubber bands to make bundles of tens. Leave some of the sticks loose for ones. Call various numbers and have the child place the proper number of bundles of tens, ones, and later hundreds in the proper section of the wooden holder.



II C-7 AUDITORY-VISUAL ASSOCIATION

Arithmetic - Making a Number Book (Gradel)

Staple together sheets of paper to make a book.

We are going to make a number book to show the numbers from 1 to 10.

At the top of the first page write the number 1. At the bottom of the page write the number "one". In the center you may use your crayons to color one object - one cow, one boat, one boy - any object you wish. Continue in this way, making one page for each number.

II C-8 AUDITORY-VISUAL ASSOCIATION

Math Motivator

As a reward for well completed assignments in math:

Create a bulletinboard picture which involves a figure of a coming holiday or event - a rabbit for Easter, a big valentine, etc.

Assign numbers to various colors - red (1), blue (2), etc.

Select a student, who has completed the assignment satisfactorily, to work a problem on board for class. His answer then allows him to color an Easter egg, for example, which is placed in the rabbit's bag. Student can write his problem, answer, and his name on the egg for all to see.

II C-9 AUDITORY-VISUAL ASSOCIATION

Arithmetic

Quizmo games for addition, subtraction, multiplication, or division can be played. Games are available from Beckley-Cardy.

(Also, children, or teacher, can make their own bingo games, using shirt boards and magic markers. The answers are placed on cards and caller says "problem").

II C-10 AUDITORY-VISUAL ASSOCIATION

Arithmetic

Children count in order, each saying a number, unless the number they are to say is a multiple of 5 - in which case they clap.

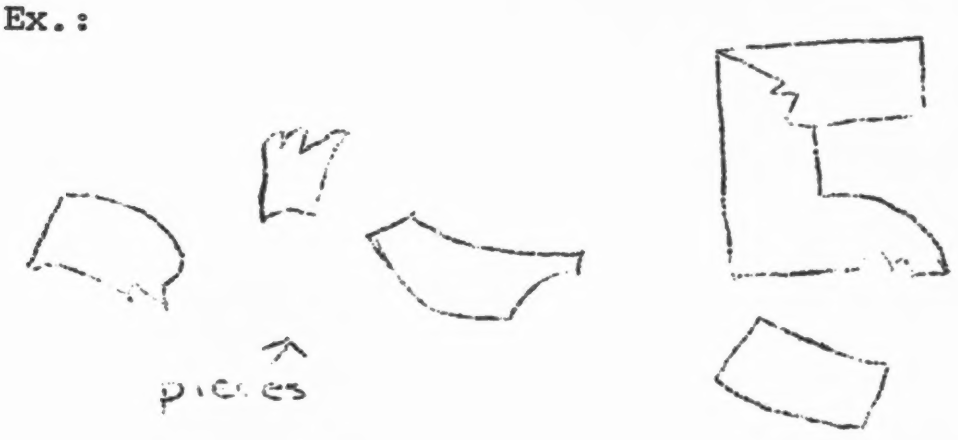
Multiples of any number could be used in this game.

II C-11 AUDITORY-VISUAL ASSOCIATION

Geometric Samples

Cut ups of Numerals: Let beginners cut apart numerals or geometric shapes. As they reassemble them in order to get the correct item, they get good practice in discriminating between various shapes and sizes.

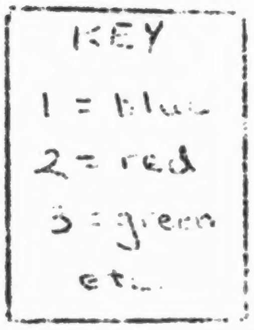
Ex.:

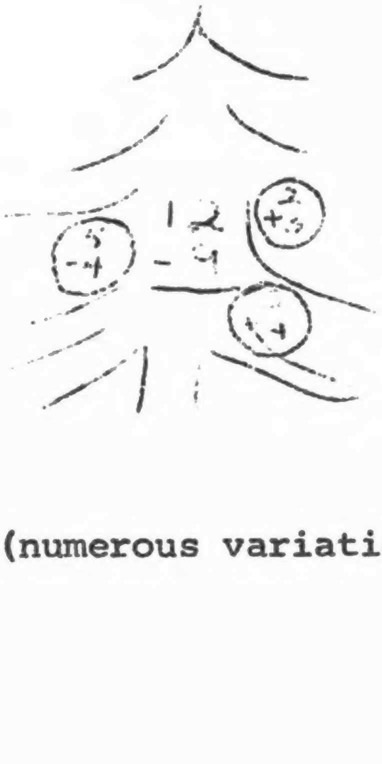


II C-12 AUDITORY-VISUAL ASSOCIATION

Arithmetic

Color keyed arithmetic - (fun activity) - ex.:





Child solves each problem.
Then, he refers to the "color key".
The color of each item depends upon the problem's answer

(numerous variations)

II C-13 **AUDITORY-VISUAL ASSOCIATION**

Math - Color Coding

Count all the blue objects in the room. Count all the red objects in the room. Add the blue to the red objects. Multiply the blue by the red - Divide, Subtract, etc.

II C-14 **AUDITORY-VISUAL ASSOCIATION**

Have child use his finger to write number facts on the board as he simultaneously says these.

Auditory drill work should be done on arithmetic facts. As the child says these, he should also simultaneously write these.

These and similar activities are using the kinesthetic channel of learning to reinforce the auditory.

NON - VERBAL SKILLS
(all blue sheets)

NON-VERBAL

Motor Development

1. Kephart exercises in "Slow Learner in the Classroom."
2. Frostig exercises and work sheets.
3. Peabody Language Kit Teacher's Guide.
4. Block designs
5. Skipping rope
6. Playing jacks
7. Follow dot to dot to make a picture
8. Make patterns with beads

NON-VERBAL SKILLS

I. TEMPORAL ORIENTATION
(blue sheets)

I-1

NON-VERBAL

Temporal Orientation

Help the child to keep a diary of his day's activities. Emphasis can be placed on the different times of the day and the activities associated with the time of the day.

I-2

NON-VERBAL

Time Concepts

Write on blackboard, charts, dittos, etc. -

Schedules:

daily (maybe A.M., then P.M) weekly

days of the week

months of the year

Also:
"Home Schedule" (as "before school")
"School Schedule"
"Play Schedule"

NON-VERBAL SKILLS

II. SPATIAL PROBLEMS

II-1 NON-VERBAL

VISUAL MOTOR

Draw a prescribed circle and direct the child to try to keep as many jacks spinning at one time as possible within the circle area.

Whoever can keep the most jacks spinning at one time is the winner.

II-2 NON-VERBAL

VISUAL MOTOR

Give the child a set of graduated sticks, the largest one no longer than twelve inches. Time the child to see how long it takes him to lay out, evenly spaced,and arranged from shortest to tallest.

Or, have him make a design, with the stipulation that they all connect with ends touching.

II-3 NON-VERBAL

VISUAL MOTOR

On poster paper, have the child draw comfortably sized ovals, triangles, squares, rectangles and diamonds. These are to be cut out and pasted on a larger piece of tagboard in any design the child selects.

The children sometimes enjoy creating "Amoaba" designs, cutting and pasting these to tagboard strips.

II-4

NON-VERBAL

Spatial Problems

Give directions using East-West-North-South-Right-Left-On top of - Beside - Between-Below-Underneath-Above.

Ex: Take two steps to the left - turn completely around - take two steps to the right - place your hand above your head,etc.

II-5

NON VERBAL

Pantomine-Spatial

This refers to the expression of ideas through gesture or action, as in pantomime. Motor encoding is not to be confused with physical coordination or prowess.

A basic activity involves imitation of teacher-demonstrated body movement of an animal such as an elephant. After the child can imitate this movement accurately, the teacher should initiate the activity verbally without prior demonstration.

II-6

NON-VERBAL

Spatial - Copying Pictures

Drawing pictures on the chalkboard is a meaningful motor encoding task. The teacher may have to start at a simple level with stick figures and gradually move into more complex tasks such as drawing a man climbing a ladder.

II-7

NON-VERBAL

Spatial

Charades is a group activity in which the child acts out a role such as a farmer chopping wood or a carpenter sawing a board.

NON-VERBAL SKILLS

II. SPATIAL PROBLEMS

a. Gross Motor
(blue sheets)

II A-1 **NON-VERBAL**

Lace shoes and learn to tie bow.

- Buttoning
- Buckling
- Snapping
- Zipping
- Hook and Eye

II A-2 **NON-VERBAL**

Body in Space

Arrange an "obstacle course" which requires child to jump over, duck under and go between objects.

A regular classroom can be utilized effectively. Arrange chairs to go around (a figure "8"); place a yardstick or pole on blocks or chairs and have student jump over this.

Have students hold hands and have other pupils duck under-height can be varied.

II A-3 **NON-VERBAL**

Spatial - Balance

Walking Board Activities

Use a 2 x 4 about 8 to 10 feet long. Initially, use the flat side and gradually "graduate" to narrow side. Have child walk board by placing one foot in front of each other - the child cannot measure by touching heel to toe.

As a variation, have child walk backwards after he has mastered forward progression.

Another variation is to have the child walk sidewise.

II A-4 NON-VERBAL

Hopping (Balance)

Develop a series of exercises which require child to hop, in place, first on one foot and then the other. Also, you want him to hop on both feet.

Progress to locomotion - remember to begin with one foot and work through to two feet.

Finally, you can create an exercise which combines all hopping - forward, lateral, backward, while alternating feel or any combination desired.

II A-5 NON-VERBAL
SPATIAL
(Sensory - Motor)

STUNTS AND GAMES

1. Rabbit Hop - Ask the child to place his hands on the floor and perform a deep knee bend. Have him move his hands forward and, keeping his hands on the floor, bring his feet forward between his hands and jump. He then moves his hands forward again and repeats the process as he progresses across the room.

2. Crab Walk - Ask the child to squat down reaching backward and putting both hands flat on the floor behind him without sitting down. Ask him to walk or run in this position. He should keep his head, neck and body in a straight line.

3. Any rhythm games (to music or beat).

II A-6 NON-VERBAL

Gross-Motor

Direct the children to make rhythmic jumps in the air, simultaneously swinging their arms upward. Later, instruct them to make quarter-turns, half-turns, and eventually full turns while jumping.

II A-7 NON-VERBAL

Gross Motor

Have children perform 1/2, 1/4, and 1/8 knee bends in rhythm and in sequence, or in sequence only.

Have children jump in half-turns and quarter turns with their knees bent.

II A-8 NON-VERBAL

Gross Motor

Tell children to stand with their feet close to together and move their heels up from the floor and back again.

Remind them to keep their knees straight. When the children can move their heels rapidly up and down, have them begin jumping from the floor.

II A-9 NON-VERBAL

Gross Motor

Mount items on individual blocks of wood - as -

1. Child's shoe - with thick laces.
2. Zipper
3. 2 pieces of cloth - with a button on one and button hole on other (can also be done with snaps and hocks).
4. Door hook
5. Large size screw - etc.

II A-10 NON-VERBAL

Bean bag toss to a waste basket set in the corner is fun, and also a good activity for cross-pattern training. It should be done with an underhand toss.

A variation is to draw a hop-scotch design on the floor and aim for the square with the highest points.

II A-12 NON-VERBAL

VISUAL MOTOR

Stacking blocks and building towers are fun for younger children.

Older youngsters might wish to build model cars and airplanes.

II A-13 NON-VERBAL

For a child deficient in non-verbal motor learning -

To teach a child to use scissors:

1. Give correct hand position - "thumbs up".
2. Have him feel motion by touching thumb and forefinger together - "open - shut".
3. Then apply above procedures while he is holding scissors.
4. Last - have him cut fringe on firm paper.

II A-14 NON-VERBAL

For a child deficient in non-verbal motor learning -

1. Break the motor pattern into simple movements (give verbal instructions).

2. Have these movements become automatic (have him get "the feel of it").

3. Then, blend all the movements together.

NON-VERBAL SKILLS

II. b. BODY SCHEMA

(blue sheets)

II B-1 NON-VERBAL

Body Concept - Spatial

Teacher names a part of the body. Children respond by pointing or touching the appropriate area.

(Vary position children are in. Ex: sitting, standing, etc.)

II B-2 NON-VERBAL

Spatial Problems - Body Schema

Make mock up of body skeleton - stick figure - moving parts.

Relate figure to self. Here is the forearm of the figure- here is my forearm - etc.

II B-3 NON-VERBAL SKILLS

Square Dancing

Simple square dance can be taught to children using yarn to mark right hand if there is difficulty with right-left orientation - can be taught by drawing diagrams on chalk board, showing couples as they change positions. Use recordings with simple instructions. Good album is "Square Dances - Album D" arranged and recorded by Joseph Burns and Edith Wheeler - can be obtained from:

Burns Record Company
755 Chickadee Lane
Stratford, Connecticut

II B-4 NON-VERBAL SKILLS
Left-Right

To teach left-right recognition:

Give children 12" x 18" drawing paper and a large dark crayon. You trace their right and left hands. They cut out and add distinguishing features, as finger nails and rings. Label - right and left.
(Could be expanded to tracing feet and shapes of right and left shoe.)

II B-5 NON-VERBAL SKILLS

Body Schema

Teach children the "Hokey Pokey" -
Form circle and walk around as you sing chorus:
"Here we go loopety-loo
" " " " la
" " " " loo
All on a Saturday night."
Stop and do what is said as you sing verses:
"You put your right hand in
" " " " " out
" give " " " a shake, shake, shake,
And turn yourself about."

Following verses, substitute other body parts - left hand, right foot, left foot, right side, left side, head, backside, whole self.

II B-6 NON-VERBAL

Left-Right Orientation

To help child recognize left and right -

(1) Have him consistently wear watch (or ring) on a given wrist.
(2) Once he can distinguish right from left -
Play games involving left and right directional concepts as - (1) Put your left hand in front of you.
(3) Walk forward two steps and turn to the right.
(4) Above (#2) and walk across the room and turn left, etc.

II B-7 **NON-VERBAL**

Left-Right Orientation

Games to reinforce concept -

Teacher - or a child - can be the leader.
Give exact verbal directions for gstting from one place to another (within classroom, from classroom to gymn,etc.)
Class follows - (Good outdoor activity, too).

II B-8 **NON-VERBAL**

Left-Right Orientation

Child with left-right confusion may not be able to follow general classroom directions -

Thus, give him clues -

As - green dot in upper left hand corner of page -

X - where his name belongs.

II B-10 **NON-VERBAL**

Left-Right Orientation

Games to reinforce concept - as -
Riddles -
"If I turned to the right, I would be facing the ____________________?" (window)

Progress to -
"If I turned to the right, walked for three steps and then turned to the left, I would be facing the ________________?" etc.

II B-11 **NON-VERBAL**

Body Image

Present pictures of children in various positions - ex: waving right hand.
Have child (children) imitate that position and then check their response in a large mirror.

II B-12 **NON-VERBAL**

Body Image

Give children body image puzzles -

1. Some children may need completed figure initially.
2. Some children may need to do it in a horizontal position first - (as a flannel board).
3. Begin with two parts - as head and body - slowly increase number of parts..

II B-13 **NON-VERBAL**

Body Image

Have child trace his own hand or foot - then add important details to his drawing.

II B-14 **NON-VERBAL**

Body Image

Have children identify various parts of the body. Have pictures of body parts as viewed from different angles and positions.

II B-15 **NON-VERBAL**

For the child with spatial orientation problems -

Remediation requires concrete experiences combined with verbalization -

ex: (1) Location of desk in classroom - whose desks are in front, behind, beside his, etc.
(2) Simple maps - of classroom, playground, bedroom (if teacher's been in home) etc.
(3) Map of school building.
(4) Map of neighborhood.
(5) Above including routes to and from school.
(6) Blue prints of home (older children).

II B-16 **NON-VERBAL**

Body Image

Give children pictures of human figures with a body part missing. Have them identify what part is missing.

(If too difficult, give them a choice, pictorially)

Can be used on worksheet.

II B-17 **NON-VERBAL**

Primary Only

Body Schema - "Angels in the Snow" - Kephart

Child lays down - have another child trace figure.

Change so each child can see where he begins, continues and ends.

Directionality - Laterality - left-right dominance.

II B-18 **NON-VERBAL**

To help child visualize and reproduce non-verbal material -

Have him draw a picture of an object that is in front of him -

While you are stressing the important detail and general configuration (both by words and gestures).

(Can be applied to his own body image and his own clothing by using a mirror.)

II B-19 **NON-VERBAL**

Directional Orientation (and Body Image)

"Simon Says" -

"Raise your right hand. Put your right hand on your left shoulder," etc.

Can be applied to directional terms, as North, South, etc.

NON-VERBAL SKILLS

III. TACTILE (blue sheets)

II B-20 **NON-VERBAL**

Body Image

Be certain child recognizes self in mirror and in pictures.

Trace around child who is lying on large drawing paper on the floor -

1. Name body parts in drawing - also note how body parts are connected.
2. Child shuts own eyes - teacher touches him - child, with eyes open, identifies "touched part of his body" on himself and on the drawing - also labels it.

III-1 **TACTUAL**
NON-VERBAL

Let pupils feel, then describe the texture of such materials as sandpaper, cotton batting, sponge, silk, sand.

III-2 **TACTUAL**
NON-VERBAL

Let pupils, while blindfolded, remove an unknown object from a grab bag and describe its texture, shape, size and weight.

III-3 **NON-VERBAL**

TACTUAL

Have one student face away from the class and have a geometric shape traced on his back. The class could see what was traced but the boy has to arrive at the correct answer by the feel of the shape on his back.

If he guesses correctly, then he can select another child.

III-4 NON-VERBAL

Have a bag of various objects. Child with eyes closed is to feel one of them and say what it is.

Objects inside a tied laundry bag. Child is to guess what objects are within by feeling them.

III-5 **NON-VERBAL**

TACTUAL

Almost any art activity such as:

Finger painting
Collages of various textures
Tile Cutting
Clay
Plaster of Paris
Tin

III-6 **NON-VERBAL**

TACTUAL

Have child trace objects with forefinger -
around solid objects -
within cut out section of solid object.

III-7 **NON-VERBAL**

TACTUAL

Have two matching pieces of each of about 15-20 various textured materials.

1. Child is to match visually and tactually first.
2. Child is to only match tactually with eyes closed or blindfolded.

Begin only with five different textures.

III-8 **NON-VERBAL SKILLS**

The child is given a pattern and allowed to copy it in damp sand.

Children also like to do this with finger painting material.

III-9 **NON-VERBAL**
Tactile III
Integrative Approach - Taction

With beaded letters, felt, sandpaper letters,etc., spell out a word and have student blindfolded guess the word by touching them (letters) in left to right order, with his forefinger.

III-10 NON-VERBAL SKILLS

Motor-Fine

Clay even with sides of cookie sheet.

Have students use stick or pencil and practice letters, numbers, geometric figures, etc.

III-11 NON-VERBAL SKILLS
Primary

Kinesthetic
Tactile
Visual

Decoding
Have child make letters from pipe cleaners. These can be used to make words from letters.

III-12 NON-VERBAL SKILLS
Primary

Kinesthetic
Tactile
Visual

Decoding
Letters that are spatially confusing for children with poor up and down or left to right directional sense -- m,w,n, and u, for instance -- are mastered through repeated tracing, coloring and cutouts. Rolling and shaping letters of clay is also helpful. The color, depth, and texture of the clay for visually vivid forms that can be identified easily against their backgrounds.

III-13 NON-VERBAL
Tactile III

Integrative Approach - Taction

With beaded letters, felt, sandpaper letters,etc., spell out a word and have student blindfolded guess the word by touching them (letters) in left to right order with his forefinger.

III-14 NON-VERBAL SKILLS

The child is given a pattern and allowed to copy it in damp sand.

Children also like to do this with finger painting material.

NON-VERBAL SKILLS

IV. SOCIAL PERCEPTION
(blue sheets)

IV - 1

NON-VERBAL SKILLS

Remediation for social non-verbal deficiencies -

If a child has extreme difficulty interpreting a picture, present picture gradually, (almost piece by piece).

This can be done by -

1. free hand drawing in front of child,
2. overlays
3. flannel cutouts,etc.

IV-2

NON-VERBAL SKILLS

Charades

This is an excellent group activity to develop social non-verbal abilities.

IV-3

NON-VERBAL SKILLS

Social Perception

Using unfinished stories read aloud to group, have children discuss how story should end and why. What should the boy (girl) do now? N.E.A. stories,Scope, Random House would be good for this.

IV -4

NON-VERBAL SKILLS

Remediation for social non-verbal deficiencies -

Verbally discuss facial expressions - both in real life and in pictures.

Verbally relate situations given in pictures to facial expressions (in pictures) as -

"How would the lady feel after the dog tracked mud on her rug?"

IV -5 **NON-VERBAL SKILLS**

Social Perception

A problem situation is described to the child and he is to decide on a plausible solution.

For example: The painter was yelling from the roof of a house. The ladder was lying on the ground with a spilled bucket of paint. What happened and what can be done to help?

IV -6 **NON-VERBAL SKILLS**

Recorded conversations can serve well for practice in noting changes in mood. What at one moment is a happy interchange can, when one speaker happens to say the wrong thing, turn into a troubled and angry discussion and then change in an instant into apologetic mumbling. As they listen to such recordings, the students might make one-word comments about mood: happy, concerned, angry, hysterical, apologetic. By listening again to such recordings, students can note the points at which another mood is introduced.

IV -7 **NON-VERBAL SKILLS**
Social Perception
Good discussion topics

How do we -
1. Consult teachers regarding homework assignments?
2. Relate to playmates on playground?
3. Show respect for fellow students?
4. Take turns?
5. Request information?
6. Learn proper social procedures?
7. Learn to listen?
8. Control behavior?
9. Learn to listen?
10. Learn to participate?
11. Learn to use time wisely?
12. Learn to share (and good team work)?
13. Learn good study habits?
14. Learn how to construct and handle written requests, letters, thank you notes, business correspondence?

IV-8 **NON-VERBAL SKILLS**

Remediation for social non-verbal deficiencies

Develop pictorial sequentialization.
Ex: Picture stories
Film strips
Comic strips (for less severe problems)

IV-9 **NON-VERBAL**

Social

For a child with social non-verbal deficiencies - if a child does not understand a basic social situation, as sharing, team work on a project or joining a playground game; patiently explain the situation in concrete terms, including all relevant details.

Ex: Play acting !!!
Discussion from a story
Discussion from a picture
Discussion from an actual playground or classroom situation viewed by you and this child.

(This youngster often overlooks gestures and other forms of non-verbal communication.)

IV-10 **NON-VERBAL SKILLS**

Social Perception

NEA Unfinished Stories
Child finishes story after teacher reads it.
Inability to see correct responses; appropriate behavior can be shown in dramatic role playing.

IV-11 **NON-VERBAL**

Social

For a child with social non-verbal deficiences.
Discuss the child's problem with P.E. teacher and playground supervisor.

IV-12 **NON-VERBAL**

Social

For the child with social non-verbal deficiencies.

Be certain that the child fully understands the basic rules and playing sequence of all "important" playground activities. Begin with teaching one game at a time. To be certain that you know "this school's" rules you might enlist the aid of one of his peers (preferably a leader).

NON-VERBAL SKILLS

V. BEHAVIOR AND ORGANIZATION SKILLS

(blue sheets)

V - 1 NON-VERBAL SKILLS

Behavior

Learning to calm down and relax

When the group becomes restless, the teacher may have the children be quiet so that they can hear the clock tick or some other regular sound. When the children are quiet, have them listen to other sounds in the building or outside. Listen for the quietest, pleasantest or loudest sound.

V - 2 NON-VERBAL SKILLS

Behavior

Draw a child into the discussion, who has difficulty paying attention, by prefacing a question with his name. Ask something you know he can answer or respond to with success. Avoid embarassing him by deliberately calling on him when you know he did not hear the question.

V -3 NON-VERBAL SKILLS

Behavior

Give a child simple tasks or responsibilities which he can handle and which will allow him some break in studying. Straightening shelves or science table, running errands, etc. can allow a hyperactive child time to release some of his energy without creating a disturbance. This may also help his relationship with the teacher and attitude toward school.

V -4 NON-VERBAL SKILLS

Discuss with the child the procedure he should always follow five minutes before dismissal at the end of the day.

1. Check assignment sheet.
2. Assemble all homework.
3. Think back over each class and list any extra work not originally noted on the assignment sheet.

V -5 NON-VERBAL SKILLS

Organizational Skills

Provide memory aids such as assignment sheets to insure completion of work.

V -6 NON-VERBAL SKILLS

Social Perception

The group listens while the teacher describes a situation that culminates in a planning or search operation. An example would be, if you lost your shoe at home, how would you go about finding it? Exactly what would you do? Or, if you became lost in a department store, how would you go about finding your parents?

V -7 **NON-VERBAL SKILLS**

Have the child recall the various things he did in each class on the previous day, emphasizing the organized schedule of his activities. Ask him lead questions if it is necessary to refresh his memory; "What did you do after recess?" "Did you do story problems in Math?" "When is your spelling test?" "Did you write down studying your spelling words on your assignment sheet?" etc.

V -8 **NON-VERBAL SKILLS**

Behavioral Suggestions

A very organized structured approach is most necessary for the child to achieve at his maximum. He must come on time and not leave until the exact time. Any unnecessary materials not dealing with what the child is doing should be removed from work area. He should be expected to complete a small job before he interjects with any questioning. To be sure he understands the instructions before he begins a task, have him tell you what he is to do.

After he is able to manage this small paper or reading independently, assure him you know it is difficult to attend to any subject for a long period of time but that he is learning and managing to do this. Gradually aim to increase this attention span.

V -9 **NON-VERBAL SKILLS**

Help child organize his materials -
Ex: Clean his desk with him - keeping items to a minimum; giving ample space for each item (ex: cigar box for his crayons); maybe labeling different sections of his desk; using color cues for various subjects - (as yellow folder for English assignments).
The above procedure can apply to his notebook and locker, (as well as his closet, desk, dresser and toy chest at home). Start by organizing one thing (as desk) then slowly increase (as notebook, then locker). Be alert for his possible need for continuous assistance and encouragement.

V -10

NON-VERBAL SKILLS

Discuss with the child procedure to avoid forgetting assignments at home. He should always place the things he wants to take with him to school the next day in the same spot before he goes to sleep each night. The next morning before he leaves for school, he should develop the habit of always checking this place. Decide with the child just which area in his home should be used for this paper.

V - 11

NON-VERBAL SKILLS

Organizational Skills

Have the child bring his notebook to his special education session. Decide with him upon a section of it that will be used for listing homework assignments. Prepare an organized chart with him showing the days of the week and each subject. (Perhaps this should be dittoed so that new forms will be available each week). Whenever an assignment is given in class, the child should record it immediately on his assignment sheet and place a check mark after it when he has completed the work. Check this sheet regularly to be sure that he is really using it.

V -12

NON-VERBAL SKILLS

Behavior and Organization Skills

At the beginning of a day, work out a schedule with the child showing his classes, and the work which he is expected to complete.

Many children perform better and are more controlled in the class if they are aware of what will happen in the class, and what they are expected to do.

V -13

NON-VERBAL

Make sure that in the child's notebook, dividers are used to separate the various subjects.

Include at the front of the notebook a schedule card with classes and times listed.

Give the child a clip for the front of his notebook where he can keep homework assignments; or start an assignment book.